

**GRAMMATICAL ERRORS MADE BY EFL STUDENTS
IN WRITING HORTATORY EXPOSITION**

***KESALAHAN GRAMMATIKAL YANG DIBUAT OLEH PELAJAR
BAHASA ASING DALAM PENULISAN TEKS EKSPOSISI
HORTATORIK***

UMMUL HASANAH



**POST GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2018**

**GRAMMATICAL ERRORS MADE BY EFL STUDENTS
IN WRITING HORTATORY EXPOSITION**

Thesis

As one of the Requirements to be Awarded a Degree of Master

Study Program

English Education

Written and Submitted by

UMMUL HASANAH

to

**POST GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2018**

THESIS

GRAMMATICAL ERRORS MADE BY EFL STUDENTS IN WRITING HARTATORY EXPOSITION

Written and submitted by
UMMUL HASANAH
ID Number: 161052501101

Defended before the Thesis Examination Committee
on October 2st, 2018

Approved by:
Committee and Supervisors,



Prof. Dr. Kisman Salija, M.Pd.
Chairman



Dr. Abdul Halim, M.Hum.
Member


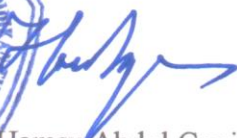
Cognizant of:

Head of
S2 English Language
Education Program,



Prof. Dr. Kisman Salija, M.Pd.
NIP. 19530622 198003 1 004

Director of
Graduate Program
State University of Makassar,



Prof. Dr. Hamsu Abdul Gani, M.Pd.
NIP. 19601231 198503 1 029

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Alhamdulillah Rabbil Alamin, the writer expresses her sincere gratitude to the Almighty God, Allah SWT, who has given guidance, mercy, and good health so that the writer could finish writing this thesis. Salam and Salawat are addressed to the final, chosen, and religious messenger, the Prophet Muhammad SAW.

The writer realizes that in conducting the research and writing this thesis, the writer got support from a great number of people. Therefore, the writer would express her deepest appreciation and thanks to those people for their valuable and precious suggestion, support, guidance, advise and sacrifice. First, her deepest thank goes to Prof. Dr. Hamsu Abdul Gani, M.Pd. the chief director of Postgraduate Program UNM and all the staffs of Postgraduate Program UNM whose names could not be mentioned one by one for all the support and appreciation in the writer's academic process.

The big appreciation goes to her first consultant, Prof. Dr. Kisman Saliya, M.Pd., who has given guidance, spirit, motivation and meaningful correction to the completion of this thesis. The big appreciation also goes to her second consultant, Dr.Abd. Halim, M.Hum., for having a lot of support and guidance in finishing this thesis.

The writer also would like to say thanks to all English lecturers of Postgraduate Program UNM for all knowledge that has been given to her. The writer

also gives appreciation to all her friends for their help, sharing and encouragement. Special thanks also to Fatimah, M.Pd., the English teacher for the aids and facilities during the writer's research and all the student of XI MIA 5 SMAN 8 Makassar in academic year 2017/2018 for having kindly and enthusiastically participated in this research. This thesis would never be able to accomplish without them.

Finally, the writer's greatest gratitude goes to her beloved parents, H. Syafruddin, SE. and Hj. Rustini, SE for all the support and prayers during her study. The writer realizes that this thesis is not perfectly complete. Therefore, suggestion and constructive critics for the improvement of this thesis are highly welcome. May Allah SWT bless us for every single good and gives us strength and guidance in our live, Amin.

Makassar,

July 2018

Ummul Hasanah

THESIS ORIGINALITY STATEMENT

I, Ummul Hasanah,

Student Registration Number 161052501101,

Hereby declare that the thesis entitled “Grammatical Errors Made by EFL Students in Writing Hortatory Exposition Text. Thesis, English Department, Postgraduate Program, State University of Makassar”. The whole idea in this thesis, except what I take as quotations, is the idea that I arrange myself. In addition, there is no part of this thesis that I have been employed in order to collect degree of academic certificate.

If the above statement is proven otherwise, then I am willing to accept the sanction set by the Graduate Program of State University of Makassar.

Tanda Tangan.....

Makassar, 24 December 2018

ABSTRACT

Ummul Hasanah. (2018). *Grammatical Errors Made by EFL Students in Writing Hortatory Exposition Text. Thesis, English Department, Postgraduate Program, State University of Makassar* (Supervised by Kisman Salija and Abdul Halim)

This research aimed to describe grammatical errors on hortatory exposition text made by the eleventh grade students of SMAN 8 Makassar in 2017/2018 academic year. The objectives of the research were to discover 1) The kinds of grammatical error made by EFL students in hortatory exposition text 2) The kinds of grammatical error mostly occur in writing hortatory exposition made by student 3) The kinds of grammatical error least occur in writing hortatory exposition made by student 4) How students with the most grammatical errors can learn English grammar 5) How students with the least grammatical errors can learn English grammar.

This research employed descriptive quantitative method which consisted of one class as the sample of research. The sample of the research was 30 students. The researcher used purposive sampling technique in which X MIA 5 was chosen as the sample of research. The data of the students' grammatical errors were collected by writing test. The data on how students learn English grammar were collected by interview.

Based on the findings and discussion, it can be concluded that the total number of grammatical errors found were 350. The most kinds of error were misinformation with 180 errors (51%) then omission with 117 errors (33%). The next was misordering with 31 errors (9%) and the least of the kinds of error was addition with 22 errors (6%). This research also highlights some aspects shared by the students about what factors influence the students in learning English grammar.

Keywords: Grammatical Error, Error Analysis, Factors Influence the Students in Learning English grammar

ABSTRAK

Ummul Hasanah. (2018). *Kesalahan Grammatikal yang Dibuak oleh Pelajar Bahasa Asing dalam Penulisan Teks Eksposisi Hortatorik. Tesis. Jurusan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Makassar* (Dibimbing oleh Kisman Salija dan Abdul Halim)

Penelitian ini bertujuan untuk menggambarkan kesalahan gramatikal pada teks eksposisi hortatorik yang dibuat oleh siswa kelas XI SMAN 8 Makassar tahun ajaran 2017/2018. Tujuan dari penelitian ini adalah untuk menemukan 1) Jenis kesalahan tata bahasa yang dibuat oleh siswa bahasa asing pada teks eksposisi hortatorik 2) Jenis kesalahan tata bahasa yang sering terjadi dalam penulisan eksposisi hortatorik yang dibuat oleh siswa 3) Jenis kesalahan tata bahasa yang paling sedikit terjadi dalam tulisan eksposisi hortatorik yang dibuat oleh siswa 4) Bagaimana siswa yang memiliki kesalahan tata bahasa yang paling banyak bisa belajar tata bahasa Inggris 5) Bagaimana siswa dengan kesalahan tata bahasa yang paling sedikit dapat belajar tata Bahasa Inggris.

Penelitian ini menggunakan metode deskriptif kuantitatif yang terdiri dari satu kelas sebagai sampel penelitian. Sampel penelitian ini adalah 30 siswa. Peneliti menggunakan teknik pengambilan sampel purposif di mana X MIA 5 dipilih sebagai sampel penelitian. Data kesalahan gramatikal siswa dikumpulkan dengan menggunakan tes tertulis. Data tentang bagaimana siswa belajar tata bahasa Inggris dikumpulkan dengan wawancara.

Berdasarkan temuan dan diskusi, dapat disimpulkan bahwa jumlah seluruh kesalahan tata bahasa yang ditemukan adalah 350. Jenis kesalahan yang paling banyak adalah kesalahan *misinformasi* dengan 180 kesalahan (51%) kemudian *omission* dengan 117 kesalahan (33%). Yang berikutnya adalah kesalahan *misordering* (9%) dan yang paling sedikit dari jenis kesalahan adalah penambahan dengan 22 kesalahan (6%). Penelitian ini juga menyoroti beberapa aspek yang disebutkan oleh siswa tentang faktor-faktor yang mempengaruhi mereka dalam belajar tata bahasa Inggris.

Kata kunci: Kesalahan Grammatikal, Error Analysis, Faktor-Faktor yang Mempengaruhi siswa belajar tata bahasa Inggris

LIST OF CONTENTS

	Page
ACKNOWLEDGEMENT	iv
THESIS ORIGINALITY STATEMENT	vi
ABSTRACT	vii
ABSTRAK	viii
LIST OF TABLE	xi
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	3
C. The Objective of the Research	4
D. The Significance of the Research	5
E. The Scope of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Researches	7
B. Pertinent Ideas	11
C. Conceptual Framework	51
D. Resume	53

CHAPTER III RESEARCH METHOD	54
A. Research Method	54
B. The Operational Definition	54
C. Population and Sample	55
D. Research Instrument	55
E. Procedure of Collecting Data	56
F. Technique of Analyzing Data	58
CHAPTER IV FINDINGS AND DISCUSSION	60
A. Findings	60
B. Discussion	92
CHAPTER V CONCLUSION AND SUGGESTION	96
C. Conclusion	96
D. Suggestion	97
BIBLIOGRAPHY	99
APPENDICES	102

LIST OF TABLE

Number	Page
2.1 Hortatory Exposition Text	30
3.1 Calculate Frequency of Error	57
3.2 Types of Error	59
4.1 The Distribution of Omission Error	61
4.2 Errors in Omission of Subject	62
4.3 Errors in Omission of Auxiliary Verb	63
4.4 Errors in Omission of Verb	63
4.5 Errors in Omission of –s/-s in Singular Form	64
4.6 Errors in Omission of –s/-es in Plural Noun	65
4.7 Errors in Omission of Article	66
4.8 Errors in Omission of Possessive Adjective	66
4.9 Errors in Omission of Preposition	67
4.10 Errors in Omission of Conjunction	67
4.11 The distribution of Addition Error	68
4.12 Errors in Addition	69
4.13 The distribution of Misinformation Error	70
4.14 Errors in Misinformation of Auxiliary Verb	70
4.15 Errors in Misinformation of Possessive Adjective	71
4.16 Errors in Misinformation of Verb Tense	72

4.17	Errors in Misinformation of Preposition	72
4.18	Errors in Misinformation of Noun Phrase	73
4.19	Errors in Misinformation of Word Choice	74
4.20	Errors in Misinformation of Passive Voice	74
4.21	The distribution of Misordering Error	75
4.22	Errors in Misordering of Head Noun	76
4.23	Errors in Misordering of Quantifiers	76
4.24	Errors in Misordering of Verb and Adverb	77
4.25	Interlingual Errors	78
4.26	Errors Caused by False Analogy	79
4.27	Errors Caused by Ignorance of Rule Restriction	80
4.28	Errors Caused by Incomplete Rule Application	80
4.29	Errors Caused by False Concept Hypothesis	81
4.30	The Frequency of Student Error	82
4.31	Table of Students Error	82

LIST OF FIGURE

Number		Page
1	Conceptual framework	52

LIST OF APPENDICES

Number		Page
1.	Research Instrument	103
2.	Students Hortatory Exposition Text	105
3.	Interview Transcription	108
4.	Distribution of Kinds of error	121
5.	Letter of Permit	151
6.	Letter of Confirmation (SMAN 8 Makassar)	154
7.	Curriculum Vitae	155
8.	Perbaikan Ujian Tesis	156

CHAPTER I

INTRODUCTION

This chapter deals with the background, problem statements, objectives, significances, and scope of the research

A. Background

In learning English, there are four skills should be mastered by student. They are speaking, listening, reading and writing. When students are learning them, they often make mistakes or errors whether in their speaking or writing. Writing has some conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of a letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation' Harmer, (2004:255). It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

Aiming to master writing skill, students can learn quickly when they feel confident in expressing their ideas with one another. In fact, they find English grammar very complicated because some language features such as sentence construction, grammar, vocabulary, spelling and so forth in their mother tongue are different from those of the target language. These make them difficult to express themselves in clear, correct and comprehensible manner of writing. And it would be

impossible to master English writing effectively without knowing grammatical rules because grammar helps students to identify grammatical forms which serve to sharpen the expression of meaning. A good knowledge of grammar will help students to make sentences clear enough to be understood.

Students in high school have learned English since they were in elementary school. But writing in English is still difficult for them, and they still cannot efficiently apply their knowledge of grammar in writing. Therefore, it is important to developed students' grammar in writing skill for academic purposes that served the purposes of EFL in curriculum.

In the competence-based curriculum 2013, one of text that should be mastered by the students in eleventh grade of senior high school is hortatory exposition text. Based on the preliminary observation in SMA Negeri 8 Makassar on August 2017 which the researcher got from the teacher and the students as the sources, the students have difficulties in writing hortatory exposition text. The students also found some difficulties related to grammar and organize sentences into paragraph in hortatory exposition text.

The difficulties in applying the rules of the language in writing cause students made errors. An error is a noticeable deviation from the adult grammar of a native speaker. It means that students make errors because they lack knowledge of the rules of the target language Dulay, Burt, & Krashen, (1982). Errors which were made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tried to collect information about students'

errors in writing. Further analysis is needed in order to know in which language aspects they make errors and their frequency.

In attempting to master the aspects of writing skills, it is necessary to analyze grammatical errors in written text then investigate factors influence students in learning English grammar. According to John & Ehow (2011) the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. There is also a strong intuitive appeal in the idea that teacher should pay closer attention on factors that influence students in learning English by investigating them, by encouraging students to reflect on them and by designing teaching and learning interventions around them. When this is done, student will become more motivated to learn by knowing their strengths and weaknesses as student. Based on the background above the researcher has conducted a research under the title “*Grammatical Errors Made by EFL Students in Writing Hortatory Exposition*”.

B. Research Question

Based on the statements above, the writer would like to discover research questions as follow:

1. What kinds of grammatical error made by EFL students in writing hortatory exposition?

2. What kinds of grammatical error mostly occur in student hortatory exposition writing?
3. What kinds of grammatical error least occur in student hortatory exposition writing?
4. What factors influence the students with the most grammatical error in learning grammar?
5. What factors influence the students with the least grammatical error in learning grammar?

C. The Objectives of the Research

Based on the research questions above, the writer would like to discover:

1. The kinds of the grammatical error which are made by EFL students in writing hortatory exposition text.
2. The kinds of grammatical error mostly occur in student hortatory exposition writing.
3. The kinds of grammatical error least occur in student hortatory exposition writing.
4. The factors influence the students with the most grammatical error in learning grammar.
5. The factors influence the students with the least grammatical error in learning grammar.

D. The Significance of the Research

The significance of the research was expected to be useful contribution for the improvement of English teaching and learning process. Theoretically, the descriptions of student grammatical errors in writing skill provide valuable insight to prove the knowledge of grammar in writing. This research can reveal information on the quality of students' grammar on writing which is very important for the theory of writing, especially on how to develop writing skill as one of alternative to make students more active and creative. Practically, the results of the research were expected to provide a practical effect for teacher and students of SMAN 8 Makassar.

1. Teachers

The result of this study provided feedback for EFL teachers that may be useful to recognize students' difficulties in writing so they can pay more attention to the errors made by the students and the causes of the errors in writing. The teacher were expected to increase their knowledge in teaching English especially grammar, thus they will be aware of material, media and method they use in teaching English. The result of the study evaluate themselves whether they are successful or not in teaching English.

2. Students

The result of the study will show them in what aspect of grammar which was difficult for them. The students were expected to increase their knowledge of English grammar, thus they would be aware of the errors they made and sources of the errors.

E. The Scope of the Research

This study deals with language teaching and learning. By discipline, this research was under applied linguistics. It restricted to analyze the grammatical error of EFL students' writing and how students learn English Grammar. By content, it focuses and describes on grammatical errors made by students in developing writing hortatory exposition text. The students have given a task to write hortatory exposition about current issue in Indonesia. The researcher analyzed the kinds of grammatical errors made by the student in writing hortatory exposition based on surface strategy taxonomy. Then the researcher investigated how the students with the most and the least grammatical error learn English Grammar. By activity, this research limited the study on students' work in writing hortatory exposition text, since this text was considered important and has been learned by eleventh-grade student of senior high school. This research limited the students' work in writing hortatory exposition text. The analyses of the students' errors were restricted by the types of grammatical error in writing hortatory exposition text. And investigate factors influence students in learning English grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous related studies, some pertinent ideas, theoretical framework, and hypothesis.

A. Previous Related Studies

This research deals with the investigation of grammatical errors produced by EFL students of English and how students learn English Grammar. This research exposed the kinds of students' grammatical errors in their writing so that it can help learners overcome the problem and achieve the aims in learning English.

This research has similarities with some previous related studies. The researcher analyzed the students' grammatical error in writing. This supported by the data that some researcher have done which related to this research. Hermini (2015) stated that the major causes of their errors were ignorance of the rule structure and interference. There were few differences between both groups in committing errors. Both groups had a difference in frequency of committing such as part of speech, irregular verbs, infinitive verb and other errors in verb (developmental errors). It could be caused by the difficulty level of the target language grammar as Indonesian and English have differences in syntactic features and interference. There was a similarity between Hermini's research and this research that both of researchers analyzed the students' grammatical errors in writing. The difference of Hermin's

research and this research was the kind of text. Hermini's research used analyzed students' grammatical errors in recount text while the researcher analyzed in hortatory exposition text.

According to Ma'mun (2016), most students of the intermediate level made grammatical Error in Omission and Misinformation of their paragraph writing. About writing skills, most of the errors that occur in EFL writing are relate to the transfer of grammatical structures. There was a similarity between Ma'mun's research and this research that both of researchers wanted to analyze students' grammatical errors in writing. The difference of their research and this research was the sample. Ma'mun's research took two classes from elementary school as their sample and this research only took one class from senior high school as the sample of research.

Sukasame et al (2013) found that past perfect tense was the most committed errors that occur in the work of the students. The second most error was past simple tense and the third was present perfect tense, while past continuous tense was the fourth position and the fifth error was present simple tense, and follow up future simple tense. The last one was presenting continuous. There was a similarity between Sukasame's research and this research that both of researchers wanted to analyze students' grammatical errors in writing. The difference of his research and this research was the scope of research. Sukasame's research focused on grammatical structure of tenses while this research focused on grammatical errors based on surface strategy taxonomy.

Novita (2014) stated that the most frequent students' writing error is in the use of the correct verb and tense. Verb and tense cause the biggest difficulty for the students when they study grammar. There was a similarity between Novita's research and this research that both of researchers found that the most frequent students' writing error is in the use of the correct verb and tense. The difference of her research and this research was the result of the research. Novita's research found some grammatical errors on some sub-type of misinformation errors such as misinformation of auxiliary, misinformation of verb tense, misinformation of preposition, misinformation of word choice while this research found another sub-type of misinformation errors such as misinformation of noun phrase in the students' hortatory exposition writing.

Yusnaeni (2014) identified the types of error made by Indonesian students and international students of UIN Alauddin Makassar in writing descriptive text are dealing with the grammatical area such as errors in production of verb, errors in the distribution of verb group, error in the use of preposition, article, errors in the use of question and miscellaneous errors and other errors which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, adjective phrase, lexical word, omission/ addition of subject, diction and other preposition error.

There was a similarity between Yusnaeni's research and this research that both of researchers wanted to analyze students' grammatical errors in writing. The difference of her research and this research was the result of the research. Yusnaeni's

research dealing with the grammatical area such as errors in production of verb, errors in the distribution of verb group, error in the use of preposition, article, errors in the use of question and miscellaneous errors and other errors which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, adjective phrase, lexical word, omission/ addition of subject, diction and other preposition error while this research did not deal with the grammatical errors such as errors in the use of question and gerund.

Athi'urrodhiyah (2012) identified the types of grammatical errors in hortatory exposition text that made by the students of eleven grades of SMAN 1 Baureno Bojonegoro and to find the causes of errors in students' hortatory expositions text. The similarity between Athi' urodhiyah and this research were both of the result of the study showed that student still made errors in producing hortatory exposition text. Athi'urrodhiyah's research found that the dominant errors found in students' text were sentence structure. In addition, the most frequently cause of errors was overgeneralizations while this research focused on grammatical errors based on surface strategy taxonomy and found that the most the dominant errors found in students' text were misinformation errors.

The previous studies above showed that the majority of students' errors were grammatical error in writing. Students must know the grammatical system of English so they are able to write a good grammatical structure in English to communicate each other and to transfer their message properly. Besides, the researcher concludes that English teacher should prepare themselves to handle these kinds of problems.

The distinction of previous studies and the researcher study were the purposes of the research. The students' errors can inform the teachers to provide the feedback, reflect on what should be improved, and decided the new approach in teaching English. In this research, the researcher wanted to know the factors influence student in learning English grammar. Based on previous studies, the researcher expected to fulfill the gap or the deficiency of previous studies in order to improve the research relates to grammatical error on writing hortatory exposition. Then, Nunan (1995); Sutikno and Fathurrohman (2007) adds that the students' achievement are influenced by many factors such as media, learning material, assessment, input, media, learning resources, and learning method. And it will take any consideration for the researcher about what factors influence students in learning English grammar.

B. Pertinent Ideas

1. Concept of Writing

a. Definition of Writing

Many experts have proposed the definition and explanation of writing. According to Gould (1989:30) defines "writing is an effort to create a dialogue with the readers". It is a way process the reader developed to express their ideas, thought and their feelings. Widdowson in Fajaryani (2015) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Writing also is a process to make a product something and meaning making. Troyka in Fajaryani (2015) defines "writing is a way of communication a

message to the reader for a purpose". The purpose of writing is to express one's self, to persuade the readers, for give information the readers.

b. The Importance of Writing

There are many reasons why writing is important. Raimes (1983:3) states some reasons about the importance of writing 1) writing reinforces the grammatical structure, idiom and vocabulary that have been teaching to the students, and 2) when the student write, the necessary become very involved with the new language, the effort to express. Byrne in Hermeni (2015) explains that there are some reasons why writing is important.

- 1) The introduction and practice of some form of writing enables us to provide for different learning style and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be aid retention, if only because they feel more at ease and relaxed.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in classroom activities, serving as a break from oral work, and increases the amount of language contact through work that can be set out of class.

- 3) Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

c. Genre of text

The genres of text are the types of written or spoken discourse, they are taught in the senior high school, and the following are the kinds of them:

- 1) Analytical exposition

Analytical exposition is a text that elaborates the writers' idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

- 2) Hortatory exposition text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

- 3) Discussion text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

4) Narrative text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers

5) Recount text

Recount is a text which retells events or experiences in the past. Its either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

6) News items text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

7) Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

8) Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

9) Explanation text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation is to say 'why' and how about the forming of the phenomena. It is often found in science, geography and history text books.

10) Procedure text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

11) Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers 2

2. The Concept Of Error

a. Definition of Error

Corder (1967) in Saville (2006:39) distinguishes between systematic errors (which result from learners' lack of L2 knowledge) and mistakes (the results from some kind of processing failure such as a lapse in memory), which he excludes from the analysis. Basically error and mistake have difference. Native speakers are assumed to have perfect knowledge of their language system, but somehow they produce utterances which are judged ungrammatical by the other native speakers. They fail to utilize a known system correctly. This case is called mistake. While errors, typically produced by people who do not yet fully command some institutionalized language system He then explains that errors were the result of interference.

According to Ellis (1997:17), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners knowledge that

occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.

From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in language learning. Students may not be aware that he makes the error and he needs help from other student to correct the error. It may need time to correct the error.

b. Types of Error

Dulay, et al (1982:146) describes the types of errors into four classifications.

1) Linguistic Taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

a) Omission

An omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words. Omission of content words, although typical in the early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2, it is usually caused by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

e.g.: *John is clever student.*

There is missing “a” that should be John is a clever student.

b) Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al 1982:156). It is usually occurred in the later *stages* of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

(1) Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

e.g *She didn't went/goed back.*

There is double marking that should be “She didn't go back”.

(2) Regularization

Regularization errors are a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”.

e.g *sheeps* instead of *sheep*

There is regularization error in which regular plural marker.

(3) Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterance.

e.g *the fishes doesn't live in the water.*

There is simple addition that should be “the fish doesn’t live in the water”.

c) Misinformation errors

Misinformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misinformation errors:

(1) Regularization errors

Regularization errors fall under the misinformation category are those in which a regular marker is used in place of an irregular one.

e.g *runned* instead of *run*

There is regularization errors that should be “run”.

(2) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g *I see her yesterday. **Her** dance with my brother.*

There is archi-forms error that should be “ I see her yesterday. She dance with my brother”. It is caused when the learner represents the entire class of subject.

(3) Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

e.g *I **seen** her yesterday.*

The alternating error that should be “I saw her yesterday” .

d) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

e.g. *I don't know what **is that**.*

There is misordering error that should be “I don't know what that is”.

3) Comparative Analysis Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The types of errors are:

a) Intralingual or developmental errors

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

e.g *I'm boring*

There is intralingual error that should be “I'm bored”.

b) Interlingual errors

It is often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them.

e.g *the man skinny*.

There is interlingual error that should be “The man is skinny”.

This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

c) Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner’s native language structure and the types found in written works/speech of children acquiring a first language.

e.g *I happy*.

This is an ambiguous error that should be “I am happy”. It may

be caused by the learner’s grammar knowledge or sentences which is produced by children who acquire English as the first language.

d) Unique errors

Since the errors are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

4) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. This taxonomy classifies errors into:

a) Global Errors

Global errors are the misuse of structure and thus damage or break down communication. For example conjunction errors, which involve the overall meaning of the sentence and major constituent classes of the sentence or transformations, will seriously, influence comprehension of sentences.

e.g, *I saw their department.*

Readers or listeners do not know what the sentence means.

b) Local Errors

Local errors are referring to error which will not damage communication. Such as lexical errors, noun errors, and adverbs, etc. do not usually cause major problems

e.g, *A trousers.*

Trousers are considered to be plural so the indefinite article 'a' is not needed.

Discussion of these descriptive taxonomies is guided by two major purposes; first, to present error categories which rely solely on observable characteristics for their definition. Second, to report the findings of research conducted to date with respect to error types observed. However, the writer only focuses on surface strategy

taxonomy. Surface strategy taxonomy highlights the ways surface structures are altered. Students may *omit* necessary items or *add* unnecessary one. They may *misform* items or *misorder* them. Analyzing errors from a surface strategy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie learner's reconstruction of the new language. It also makes aware that learner's errors are some logic.

c. Definition of Error Analysis

Corder (1967) defined, Error Analysis is a procedure used by both researchers and teachers which involves collecting theory and practice in language studies samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. The purpose of Error Analysis is, in fact, to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" Corder (1974).

From the definition above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by students in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

d. The Procedure of Error Analysis

The procedure for analyzing learner errors includes the following steps Ellis (1994) in Shavile (2006: 39)

1) Collection of a sample of learner language

Most samples of learner language which have been used in EA include data collected from many speakers who are responding to the same kind of task or test (as in Morpheme Order Studies, which are discussed below). Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

2) Identification of errors

This first step in the analysis requires determination of elements in the sample of learner language which deviate from the target L2 in some way.

3) Description of errors

For purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentences, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).

4) Explanation of errors

Accounting for why an error was made is the most important step in trying to understand the processes of SLA. Two of the most likely causes of L2 errors are

interlingual (“between languages”) factors, resulting from negative transfer or interference from L1 and intralingual (“within language”) factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them. Distinguishing between interlingual and intralingual errors implicitly builds upon CA procedures, since the distinction requires comparative knowledge of L1 and L2. For example, the following passage was in a letter written to me by a native Korean speaker. I have underlined and numbered the errors.

5) Evaluation of errors

This step involves analysis of what effect the error has on whoever is being addressed: e.g. how “serious” it is, or to what extent it affects intelligibility, or social acceptability (such as qualifying for a job). In the example I gave of the Korean L1 speaker making errors in a letter to me, the errors are not serious at all. We are friends, and the ungrammaticality of many of her sentences has no bearing on the social relationship; furthermore, there is no resulting misinterpretation of meaning.

6) Sources of Error

James (1998) in Hermini (2015) classifies the sources of errors as:

- 1) Interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners’ L1 to L2.
- 2) Intralingual errors are attributed to the processes/mechanism of some factors:

- a) False analogy (or overgeneralization)
- b) Misanalysis, i.e, when the learners are mistakably assumes the singular possessive pronoun “its” as plural because of –s
- c) Incomplete rule application (or under-generalization) i.e, when learner fails to use indicative word order “*I knew where was he*”.
- d) Exploiting redundancy : omitting grammatical features that do not contribute to the meaning, such as omitting the third person –s. i.e, “*John play tennis*”
- e) Overlooking co-occurrence restriction i.e, “*quick*” and “*fast*” are synonymous, “*quick food*” instead of “*fast food*”
- f) System simplification i.e, substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of “that” as a ubiquitous relative pronoun “that”.

Richard (1974: 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

- 1) Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.
- 2) Ignorance of Rule Restrictions: James (1998: 63) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the

second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

- 3) **Incomplete Application of the Rules:** this error may occur when learner fails to apply the rules completely due to the stimulus sentence.
- 4) **False Concept Hypothesized:** learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized. Richard (1974: 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

According to Brown (1994:213-217), the classification of sources is as

Follows:

- 1) **Interlingual transfer**

Learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system.

e.g English learner say '*sheep*' for '*ship*'.

- 2) **Intralingual transfer**

This error is made by learners who have begun to acquire parts of target language but still lack of competence.

e.g., *She can **singing** beautifully.*

3) Context of learning

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.

4) Communication strategies

The learner's techniques in learning second language can become a source of error.

3. The Concept of Hortatory Exposition

a. Definition of Hortatory Exposition text

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done, Sudarwati (2007:162). Hortatory is similar to analytical exposition but if we have to differentiate both from one to each other, we have one useful tool by making analysis on the generic structure. What makes hortatory different from analytical exposition is the last finalizing step which analytical exposition is ended by a reiteration while hortatory exposition is finalized by certain a recommendation.

The researcher concludes that Hortatory Exposition text is text to persuade the readers or listener that something should or shouldn't be the case. Hortatory

exposition is classified as argumentation. The last paragraph of Hortatory Exposition makes different from analytical exposition. The analytical exposition closes the paragraph with the restatement of the writer's thesis. On hortatory exposition will be ended a strong recommendation.

b. The Generic Structure of Hortatory Exposition

a) Thesis

The writer's point of view about the topic discussed. Preview of the argument that will follow in the next section and a question or emotional

b) Argument

The series of argument which strengthen the thesis stated before.

c) Recommendation

The writer gives recommendation to the readers.

c. The Grammatical Features of Hortatory Exposition Text

a) Use of simple present tense.

b) Use of subjective opinion using pronoun I or we.

c) Use of mental processes to state what happens.

d) Use of relational processes to state what it should or shouldn't be.

e) Use of passive sentence.

f) Connective, such as firstly, secondly

d. The Purpose of Hortatory Exposition Text

Basically the purpose of hortatory exposition text is to persuade the readers or listeners that something should or shouldn't be the case. The different of analytical

and hortatory exposition is on the term of its generic structure in the last part that is called reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different.

In analytical exposition, re-interaction is used to give emphasize on the writer's opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented argument. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purpose a suggestion in the end of the argumentation. Some examples of hortatory exposition are: editorial, letter to the editor, and letter to a politician.

e. Example of Hortatory Exposition Text

Table 2.1 Hortatory Exposition Text

Title	Crime in Crisis
Thesis	<p>Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their report, last week. The subways are more dangerous. The streets are more dangerous. You may not even be saving in your own home. Why is the problem so serious now? This is not an easy question to answers. There are may not be a single answers. Many problems seem to make cities so dangerous.</p>

Argument	One of the problems is money. To fight crime in cities a city needs police officers, cars, and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, cars, and guns for the cities.
Argument	Another problem is drugs. Crime studies show that many criminals use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people may steal money to get more drugs.
Argument	There is an even more important cause of crime. Cities have rich and poor neighborhoods. In the poor neighborhoods, jobs are hard to find. Many young people don't have much hope for a better life. They only know one way to make a better living for themselves. That way is to sell drugs or steal. So, some of these young people become criminals.
Recommendation	It is not going to be easy for young people to change these crime problems. We must first change many of the laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and will leave our lives in fear.

4. The Concept of Grammar

a. The Definition of Grammar

Harmer (2002: 12) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. It is the structure and meaning system of language. From the statement above, we know that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

b. The Role of Grammar in English Language

According to Lin (2010) in Magfirah (2015), grammar is the central heart of language and it is a toll to help learner's comprehension the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules. Brown (2007) stresses that without grammatical structure; the use of language could easily become chaotic and might not be under stable. Nunan (1998) in Magfirah (2015) strongly supported grammar teaching because grammar helps learners perform in their target language better. He also reported that student cannot communicate well if they did not have a fundamental level of grammar.

c. English Grammatical Aspects

1) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

a) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered. The classifications of noun are:

(1) Common noun

A common noun is a noun that refers to people or things in general.

Common nouns are subdivided into count nouns (chair) and non-count nouns (butter).

e.g., *boy, country, city, birth, day, happiness*

(2) Proper noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper noun begin with capital letters. Nouns that refer uniquely to individually salient items lack many of the properties of prototypical nouns in their normal usage.

e.g., *Steven, Brooklyn, Bridge, Toronto, Monday.*

(3) Concrete noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk).

e.g., dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.

(4) Abstract noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is thing that cannot be seen or touched and things that have no physically reality.

e.g., truth, danger, happiness, time, friendship

(5) Collective nouns

Collective nouns refer to groups of people or things.

e.g., audience, family, government, team, jury

(6) Compound nouns

Compound noun is a noun existing of more than a single word. It could be separate words or two words joined by a hyphen or a combined word.

e.g., social studies, sister-in-law, headmaster

b) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties; They appear in either a 'past tense' or 'non-past tense', and the non-past tense form takes a suffix-s when the subject is third person singular. Other forms

of verbs do exist (e.g., participle and infinitives) but these can be considered to be the verbalizations. There are several types of verb in English:

(1) Action verb

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father **delivers** packages to department stores each day.*

(2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.*

e.g., *He **appeared** tired.*

(The linking verb, appeared, links the subject, He, with the predicate adjective, tired)

(3) Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.*

e.g., ***Has** the joke **been** heard around the office?*

c) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

e.g., *Carrie read an **interesting** story.*

There are several types of adjectives:

(1) Proper adjectives

It is formed from a proper noun.

e.g., *Italian bread, Herculean Strength, Canadian sunset*

(2) Compound adjectives

It is a word composed of two or more words. Sometimes these words are hyphenated.

e.g., *landmark decision, black-and-blue mark*

d) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly* (*quickly, hopelessly*), plus certain other words which are difficult to classify, like *not, just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., *Rex is **very** happy.*

(*Very* modifies the adjective *happy* and answers the question, *To what extent*)

e) Pronouns

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

(1) Personal pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I* went to the mall), *second person* (referring to the person spoken to; Joy, can *you* see the bus?), and *third person* (referring to anyone or anything else; Bob saw *us* do this assignment).

(2) Singular Plural

	Singular	Plural
First person	I, my, mine, me	We, our, ours, us
Second person	You, your, yours	You, your, yours
Third person	He, his, him, she, her, hers ,it, its	They, their, theirs, them

(3) Reflexive pronoun

It is formed by adding –self or –selves to certain personal pronouns.

Example of reflexive pronoun are *myself, himself, herself, itself, ourselves, themselves, yourselves.*

e.g., *I found it **myself***

(4) Interrogative pronoun

It is used to ask a question. These pronouns are *who, which, whom, and whose.*

e.g., **Who** is the person with her?

(5) Demonstrative pronoun

It is used to point out a specific person or thing. These pronouns include *this, that, these, and those.*

e.g., *Theresa, is this **yours**?*

(6) Indefinite pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns include *all, another, any, everybody, much, neither, several, etc.*

e.g., *Everybody will select **another** to help with everything*

f) Prepositions

Preposition is used in which two parts of a sentence are related to each other.

It is always followed by a phrase containing a noun and need more than just

themselves to answer the same questions. Preposition is classified into two categories:

(1) Common preposition

A word that shows the relationship between a noun or a pronoun and another word in the sentence.

e.g., *The man swam **under** the bridge.*

(*Under* connects the idea of *swam* and *bridge*).

(2) Compound preposition

It is composed of two or more words.

e.g., *He **fell down** the stairs.*

Down is a preposition because it takes more than a single word to tell where he fell).

g) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

(1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*.

e.g., *The coffee was strong, **but** sweet.*

(2) Subordinating conjunction

This type is often joins two or more unequal clauses to one another.

Typically a main clause will be connected to a subordinate clause.

e.g., **When** *I arrived home, they had already eaten.*

h) Determiners

Determiner consists of a small group of structure words without characteristic form:

(1) Article: *a, an, the*

(2) Demonstrative adjectives: *this, these, that, those*

(3) Possessive adjective

a) From pronouns: *my, yours, one's*

b) From nouns: *amir's, the girl's*

(4) Numerical adjective

a) Cardinal: *four, twenty five, one hundred*

b) Numerical: *fourth, twenty fifth, one hundredth*

(5) Adjectives of indefinite quantity: *some, view, all, more*

(6) Relative and interrogative adjectives: *whose, what, which*

i) Interjections

It is a word that expresses strong feeling or emotion which is often followed by an exclamation (!) when the emotion is strong or a comma (,) when the emotion is mild. It usually comes at the beginning of the sentence.

e.g., **Ouch!** *I smashed my finger with the hammer.*

2) Secondary categories

a) Number

The idea of accountability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do not necessarily view accountability in the same sense.

e.g., *The car, The books, tooth>teeth, child>children, fish>fish*

b) Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in the source of languages. It consists of three sub-classes of nouns involved, which are called *masculine*, *feminine*, *neutral*. Nouns may be divided into three main gender sub-classes according to whether they require *himself*, *herself* or *itself*.

c) Case

Galasso (2002: 61-62) states that 'case has structural meaning that is recognized dependent upon where the pronoun sits in the sentence: viz, if subject, then nominative [Nom], if object then accusative [acc]'. In English, case is confined to the personal pronoun.

e.g., Formal Informal

It is I It is me

d) Person

Person relates to the notion of participant roles. It includes the first person refers to the speaker (I), or to the speaker and one or more others (we), the second person refers to the person (s) addressed (you), and the third person refers to one or more other persons or things (he/she/it, they). Participant role consist of three classifications:

1) Personal pronouns

It replaces the co-referential noun phrases in neighboring (usually preceding) clauses.

e.g., *Andi waited for a while but eventually **he** went home.*

2) Reflexive pronouns

It replaces a co-referential noun phrase, normally within the same finite clause.

e.g., *John has hurt **himself***

3) Possessive pronouns

It combines genitive functions with pronominal functions. These pronouns belong to two series. The attributives (my, your, etc, which syntactically function as determiners) and the nominals (mine, yours, etc, which are used like the genitive with ellipsis).

e.g., ***he** stood at the door with **his** hat in **his** hand.*

e) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future.

There are twelve tenses, namely:

1) Simple Present Tense

The simple present tense has six functions. the functions are as follow:

a) Expressing general time

e.g., *The sun **rises** in the east and **sets** in the west.*

b) Expressing present time

e.g., *She **seems** to be tired today.*

c) It is used with verbs of saying and telling

e.g., *He **says** that he cannot come tonight.*

d) Expressing future time

e.g., *The plane **leaves** tomorrow morning.*

e) Summaries of a story plot or historic present

e.g., *The king **addresses** the soldiers and **asks** them to fight bravely for their country.*

f) Stage direction

e.g., *Mary **walks** to the window and **waves** goodbye to her guests.*

2) Present Progressive (Continuous) Tense

This tense is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action.

e.g., *The play **is beginning** now.*

3) Simple Past Tense

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

a) It is used to refer to one event completed in the past.

e.g., *I **saw** him last night.*

b) It is used to refer to repeated events completed in the past and no longer happening.

e.g., *She **studied** music while she **was** in Paris.*

c) It is used to refer to the duration of an event completed in the past. e.g., *He **lived** in New York for thirty years and then he **decided** to return to France.*

4) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurred.

a) It expresses the duration of an event at one point in the past.

e.g., *At eleven o'clock last night, I **was sleeping**.*

- b) It is also requires for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted.

e.g., *I **was crossing** the street when I **saw** an accident.*

- c) It states which were continuing at the same time, for both or all the activities.

e.g., *While I **was sowing** the seeds, Harry **was digging** up potatoes and George **was picking** plums.*

5) Future Tense Non-Progressive

It is used to express future time or indicates future activities and states are formed by using the words will and shall.

e.g., *Tomorrow **will be** Sunday.*

6) Future Progressive Tense

It is used to indicate a future activity or state that will begin before and continue after a point or period of future time.

e.g., *His children **will be waiting** at the airport to meet him.*

7) Present Perfect Tense Non-Progressive

It expresses indefinite time that begins in the past and extends to the present. This tense is used to represent duration of a single act that ends with the moment of speaking or shortly before it. e.g., *He **has worked** in the same company for ten years.*

8) Present Perfect Progressive Tense

This tense is used to indicate an activity or state that extends over a period of time that begin in the past and includes the present, and may extend into the future. In other word, it is said that the action (activity) denoted by the verb is more likely to be continuing into the present. e.g., *They've **been studying** English for three years.*

9) Past Perfect Tense Non-Progressive

It expresses one past time before another past time. This tense is commonly used to indicate time that proceeds a particular point in a past narrative. This tense is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense.e.g., *The teacher took my paper before I **had finished** the test.*

10) Past Perfect Progressive Tense

This form emphasizes the duration of one past event taking place before another past event. e.g., *We **had been waiting** in the doctor's office for an hour before we were told that he was still at the hospital*

11) Future Perfect Tense Non-Progressive

This tense emphasizes the fact that one future time is completed before another future time. This form of tense is usually accompanied by a time expression such as on, at, when, by, and before. e.g., *On June 10 She **will have been** a widow for ten years.*

12) Future Perfect Progressive Tense.

This form of tense does not occur very often. It stresses duration of single event in the future that takes place before another future event. e.g., *On April 2, 1972, we **shall have been living** in this house (for) exactly thirty years.*

f) Mode

There are three mode in English:

a) Indicative

The indicative mood is the normal one in present-day English.

e.g., *I was going to the pictures.*

b) Subjunctive

The subjunctive mood is much rarer in present-day English. It expresses a hypothetical action.

e.g., *If I were going to the pictures.*

c) Imperative

The imperative mood expresses an order.

e.g., *Go to the picture!*

g) Voice

Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice. Voice defines the relationship between a verb and its subject. In active clauses, the subject is

the agent responsible for performing the action, but in passive clauses, the subject is the affected entity.

a) Active voice

In active voice sentence, the agent (the one who does the action in the sentence) is stated explicitly as the grammatical subject. The thing that the agent does something to (the direct object) comes after the verb.
e.g., *Julio cooked fried rice*

b) Passive voice

In a passive voice sentence, the thing that the agent does something to, is placed as the grammatical subject of the sentence. The agent (the one who does the action) is placed after the subject, usually in a phrase. We use passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. We use it when we do not know who is performing the action, or it is not apparent who is performing the action it consists of a form of the verb 'be' and a past participle. e.g., *The fried rice was cooked by Julio.*

3) Functional categories

Galasso (2002: 20-21) states that functional categories are a class of words(or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item.

Functional categories have no descriptive content and assists lexical categories in carrying out grammar.

a) Subject

The *subject* of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories:

(1) Simple subject

e.g., ***The dog** was sick.*

*A **piece** of pepperoni pizza would satisfy his hunger.* The subject is built around the noun “piece” with the other words of the subject -- "a" and "of pepperoni pizza" -- modifying the noun. "Piece" is the simple subject.

(2) Compound subject

It is a simple subject consisting of more than one noun or pronoun.

e.g., *Team **pennants**, rock **posters** and family **photographs** covered the boy's bedroom walls.*

b) Predicate

The predicate tells something about the subject.

(1) Simple predicate

It is always the verb or verbs that link up with the subject. It may be one or more words.

e.g., *Most birds **can fly** because they have wings.*

(2) Compound predicate

It is a predicate that includes more than one verb pertaining to the same subject.

e.g., *Her uncle and she **walked** slowly through the unit art gallery and **admired** the powerful sculptures exhibited there.*

c) Object

Objects usually follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.

e.g., *Fred bit **his thumb**. The chimpanzees groomed **each other**.* (direct object)

5. Factors Influence Students' Learning

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality (Ellis, 1994). Slameto (2010: 54) classify learning factors into two groups of internal and external which explain as follow:

1) Internal Factor

Internal factors are factors which come from inside the individual such as physical (health and disability), psychological (intelligence, attention, interest, talent, motive, maturity and readiness) and fatigue. According to Brown (2007), internal factors are specified by the individual students like motivation, attitude, personal

practice and study habits. Each of these factors is an individual element of learners' ability to acquire a foreign language.

2) External Factors

External Factors are factors that come from outside the individual such as family (the way parents educate their child, relationships between members of family, home atmosphere, family economic situation, and cultural background), school (teaching methods, curriculum, teacher relations with students, student relations with students, school rules, learning tools, school time, material, learning strategy, and homework), society (student activities in society, mass media, friends, and social community). Based on Browns' definition (2007), external factors can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the learner

C. Conceptual Framework

The conceptual framework of this research consists of some points which are interrelated one another. It can be seen below:

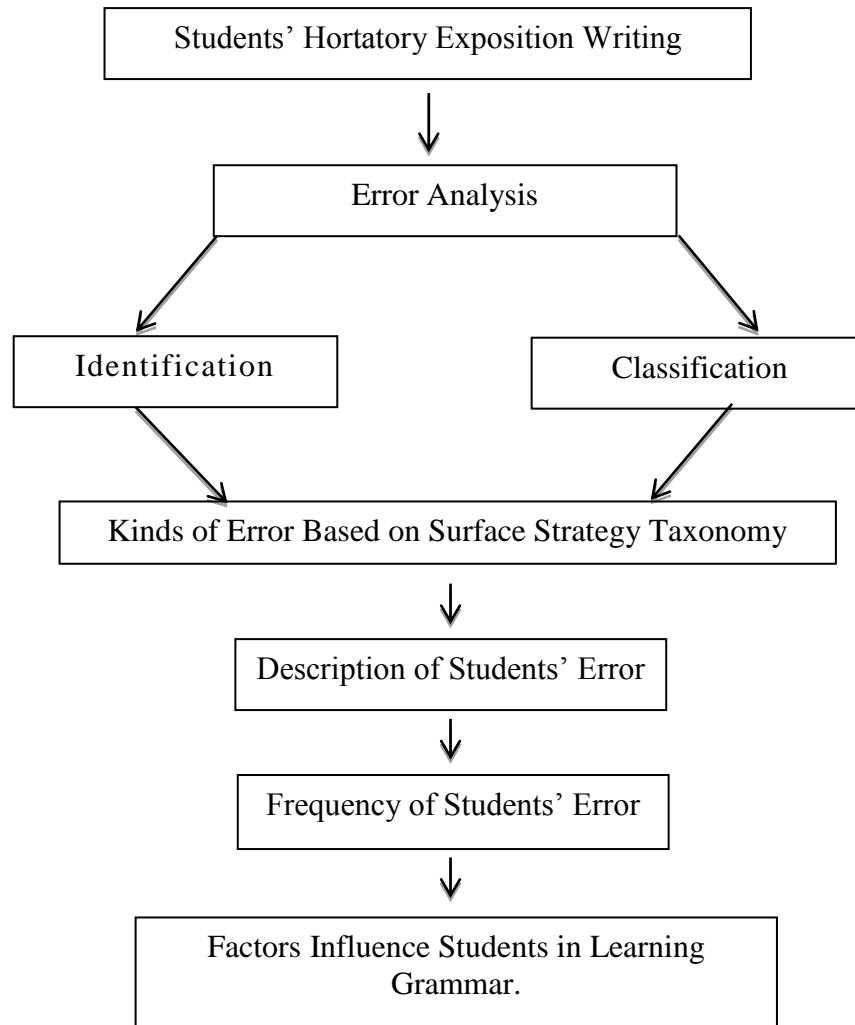


Figure 2.1 Conceptual Framework

The conceptual framework described the process of the research design which consists of some parts. The first was students' writing in which the data of errors obtained. The second is error analysis which consists of three steps, identification, classification, and description of the error. The classification of students' error were based on the kinds of error then identified the frequent errors made by the students. The most dominant and least dominant errors found by calculating the frequency of

the errors. The last, the researcher analyzed what factors influence the students in learning grammar.

D. Resume

Error occurs when students did not have incomplete command of target language and merely needed correction or reinforcement while mistake occur when they failed to perform in communicating and they could correct themselves. In this case, errors reflect the lack of the students' learned language command. Of course error could be useful information for the teachers about what was lack. Students needed to know the grammatical system of English. Knowing more about grammar would enable students to build better sentences in writing performance. It would be helpful in delivering students' ideas, messages and feelings either to listeners or readers

By error analysis teacher could determine appropriate feedback to reinforce the students writing to enhance the quality of writing. Error analysis would frame the prevention of error occurrence in the next process and also by error analysis the new syllabus can be designed to develop the material in teaching writing. Briefly, error analysis should be committed to preventing the students' error.

Many difficulties in writing lead students to be more susceptible to producing errors. The students' errors could inform the teachers to provide the feedback, reflect on what should be improved, and decided the new approach in teaching writing. There were some factors also influences the student in learning English grammar.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method used in this research which comprises research design, source of the data, research instrument, data collection and data analysis.

A. Research Design

This research belongs to descriptive study because it described the grammatical errors made by the students. The data of this study was the students' grammatical error. The materials used for analysis have been taken from the writings text of the eleventh-grade students of SMA Negeri 8 Makassar. Then the researcher analyzed the hortatory exposition text written by the students. This study was a descriptive since it just collected the data, analyzed the paragraph, calculated students' error and found factor influencing students' English grammar.

B. The Operational Definition

The operational definitions of some important words or terms, the researcher defined the terms as follow:

1. Grammatical error is an error in using a grammatical rule which is produced by the students in the area of grammar

2. Writing is a kind of activity where the writer expresses all the ideas on his mind to put it on the paper (print) from word to sentence, sentence to paragraph and from paragraph to essay.
3. Hortatory Exposition is a text, or spoken forms that persuade the listeners or readers about something should or should not happen.

C. Population and Sample

This research took place in SMA Negeri 8 Makassar. The population of this study was the eleventh-grade students in academic year 2017/2018. The sample of the research was the eleventh-grade students of SMA Negeri 8 Makassar. The sample has taken by using purposive sampling technique. The researcher took one class from the eleventh-grade students; somehow the researcher took 60 samples of students' writing.

D. Instrument of the Research

Research instrument was important to obtain the data of this study. It was a set of methods which was being used to collect the data. To get empirical data on the research, the researcher needed an instrument which was appropriate with the goal of the research. The researcher applied two kinds of instruments; writing test and interview.

1. Writing test

In this research, writing test was the instrument of research. The writing test required the students to compose a hortatory exposition text using their own words. Students chose one optional topic related to hortatory exposition text.

2. Interview

Interview used to get data on what factors influence students in learning English grammar. Then the researcher analyzed the factors influence English grammar of the students with the most and the least grammatical error. The researcher applied semi-structured, face-to-face interview because the question given independently. It was conducted by using prepared interview guidelines, recorder and notes. To get further information to support the data from interview, and recording, the researcher applied interview to 5 students who have the most grammatical errors and 5 students who have the least grammatical errors.

E. Procedure of Data Collection

Technique of collecting data was done with steps as follows:

1. Writing Test

- a) The researcher gave an explanation about what the students have to do for 90 minutes.
- b) The researcher instructed them to write hortatory exposition text using a dictionary

- c) The researcher collected all the text at the final time which was given

The error analysis technique of this research comprised this steps which adapted from Ellis's error analysis procedure as follow:

- 1) The researcher identified the grammatical errors made by the student in writing hortatory exposition based on Surface Strategy Taxonomy.
- 2) Then the researcher classified and described the grammatical errors made by the student in writing hortatory exposition. In this step, the researcher analyzed students' writing. Students' grammatical errors are analyzed and classified into the kinds of error
- 3) The researcher calculated factors to know how frequent these errors were made by the students. By calculating the frequency of each error, the researcher identified the most frequent error and the least frequent error made by students.
- 4) The researcher also identified the students with the most and the least grammatical error

To calculate the total frequency and percentage of each kind and source of errors, the researcher used the table below:

Table 3.1 Calculate Frequency of Error

	Kinds of Error				Total
	Omission	Addition	Misinformation	Misordering	
Respondent					
Total					

2. Interview

For the interview, the researcher designed an interview protocols. The interview was done with steps as follows:

- 1) The Interview was given to the students by the researcher. It aimed at asking the sample to respond to the series of statements by indicating what factors causing students error and what factors influence the students' English grammar.
- 2) The researcher collected the interview data
- 3) The researcher investigated what factors causing students error and what factors influence the students' English grammar by interview.
- 4) Statement of factors causing students error and factor influencing student English Grammar

F. Techniques of Data Analysis

Techniques of data analysis in this research were both analyzing and understanding all the data of the research as well as identifying all the data based on problems and purposes of the research.

1. Writing Test

From students' writing, the researcher analyzed grammatical error. To know the students' grammatical error in writing hortatory exposition text, the error analyzed based Surface Strategy Taxonomy. They were explained as follow:

Table 3.2 Types of Error

No	Types of Error
1	Omission
2	Addition
3	Misinformation
4	Misordering

To know the percentage of error made by the students, the researcher used a percentage descriptive analysis. The frequent errors made by students in writing hortatory exposition calculated by using simple formula.

$$P = \frac{Fq}{N} \times 100 \%$$

Explanation: P = Percentage

Fq = Frequency

N = Total number of sample

(L. R. Gay, 2006)

2. Interview

The data from interview firstly transcribed on the written transcript. Then, the transcript identified so that the analysis focused on the data which is suitable to the writer questions that have been formulated. Semi structured interviews were used to obtain qualitative data regarding on how students learn English. Moreover, the researcher explained what factors influence the students in learning grammar.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussion of the research. The research findings show the data obtained from the test result in order to see the errors made by the eleventh grade students of SMAN 8 Makassar in writing hortatory exposition text. The discussion contains of the description and interpretation of the research findings. It based on the analysis of data collected.

A. The findings

The data in this search were taken from 60 sample of students' hortatory exposition writing. After collecting the data, the researcher found that there were a lot of grammatical errors made by the students in writing hortatory exposition text. The data were taken from 60 samples of students' writing of the eleventh grade students of SMAN 8 Makassar.

The data described in this finding was taken from students' hortatory exposition writing. There were two topics that the writer provided. They were "Traffic Jam in Makassar" and "The Effect of Full-day School". The students' grammatical error was identified and classified based on Surface Strategy Taxonomy. Then, the frequency and percentage of errors was presented in order to ease readers understand the data. The focus of errors has analyzed as the following criteria:

1. Kinds of error

In this section students' writing classified into 4 kinds of errors based on surface strategy taxonomy namely omission, addition, misinformation, and misordering. The classification and examples of error in students' writing can be found in the further description below:

1) Omission

As mentioned above, omission is considered to be the absence of an item that should appear in a well-formed utterance. Some errors related to the omission were found in students' writing. This kind was quite many which the total number of students' error was 117 errors (33%).

Based on the data, this error occurs when a sentence loses a part of word or more. The distribution of errors in omission is presented on the table below:

Table 4.1 The Distribution of Omission Errors

No	Sub-Type of Errors	Number of Errors	Percentage
1	Omission of Subject	30	26
2	Omission of Auxiliary Verb	4	3
3	Omission of Verb	2	2
4	Omission of Suffix -s/-es in Singular Form	10	9
5	Omission of -s or -es in Plural Noun	10	9
6	Omission of Article	21	18
7	Omission of Possessive Adjective	9	8
8	Omission of Preposition	25	21
9	Omission of Conjunction	6	5
Total		117	100

From the table above, it can be seen that the highest number of omission error was omission error of subject with 30 errors or 26% of the total numbers of errors. The lowest omission error is omission error of verb that is 2 errors or 2% of the total numbers of errors. Some examples of students sentences regarding omission were given as follow:

a) Omission of Subject

The researcher found that the students omit the subject on the sentence. For further description it can be seen by the examples in the following table:

Table 4.2 Errors in Omission of Subject

Identification of Error	Correction of Error
Sometimes also make our agreement with someone canceled.	Sometimes <i>traffic jam</i> also makes our appointment with someone canceled.
made us so uncomfortable learning	<i>Traffic Jam</i> makes us so uncomfortable in learning.
makes people lazy to travel anywhere	<i>Traffic Jam</i> makes people lazy to travel everywhere.
Whenever, went to school and stuck in the traffic jam it frustrates me so much.	Whenever, <i>I</i> go to school and stuck in the traffic jam it frustrates me so much.
also makes the riders who want to get home...	<i>Traffic Jam</i> also makes the riders who want to get home...

The sentences above demonstrate that the student had committed the omission error since the student omitted the subject on the sentence. The students did not realize that subject must be presence in the sentence.

b) Omission of Auxiliary Verb

The researcher found that the student omit auxiliary verb on the sentence. For further description it can be seen by the examples in the following table:

Table 4.3 Errors in Omissions of Auxiliary Verb

Identification of Error	Correction of Error
For some people <i>it the</i> part of their prestige.	For some people <i>it is the</i> part of their prestige.
Sometimes I not like traffic jam in Makassar because sometimes I always late to school	Sometimes I <i>do</i> not like traffic jam in Makassar because sometimes I always late to school
There some people agree or disagree with full day school	There <i>are</i> some people agree or disagree with full day school
There no time outside school	There <i>is</i> no time outside school

The sentences above demonstrate that the student had committed the omission error since the student omitted *to be* on the sentence. The students did not realize that in particular form, *to be* must be presence in the sentence.

c) Omission of Verb

The researcher found that the student omit *verb* on the sentence. For further description it can be seen by the examples in the following table:

Table 4.4 Errors in Omissions of Verb

Identification of Error	Correction of Error
Traffic jam in Makassar not only in the morning but last night	Traffic jam in Makassar <i>occurs</i> not only in the morning but also in the evening night

I think that it did not the students achievement	I think that it did not <i>affect</i> the students achievement
--	--

The sentences above demonstrate that the student had committed the omission error since the student omitted the verb on the sentence. The students did not realize that in particular form; verb must be presence in the sentence.

d) Omission of suffix -s/-es in Singular Form

The researcher found that the students omit suffix -s or -es on the verb. In English, for simple present tense with third person singular, suffix -s or -es are used as third person singular marker. For further description it can be seen by the examples in the following table:

Table 4.5 Errors in Omission of -s/-es in the Singular Form

Identification of Error	Correction of Error
Traffic jam also <i>make</i> people...	Traffic jam also <i>makes</i> people...
Traffic jam <i>occur</i> in the big cities like Makassar.	Traffic jam <i>occurs</i> in the big cities like Makassar
The class in full day school <i>start</i> from 7am until 4pm.	The class in full day school <i>starts</i> from 7am until 4pm.

By seeing the error examples above, it can be stated that the error construction occurs on incorrect form of subject and verb tense. There are no equivalences on the simple present tense used. In *Bahasa Indonesia*, the subject did not agree with the verb that follows.

e) Omission of *-s* or *-es* in Plural Noun

The researcher found that the student omitted suffix *-s* or *-es* in the plural noun. For further description it can be seen by the examples in the following table:

Table 4.6 Errors in Omission of *-s* or *-es* in the Plural Noun

Identification of Error	Correction of Error
<i>Many school</i> do not offer bus services to student...	<i>Many schools</i> do not offer bus services to student...
There are <i>some reason</i> why I refuse full-day school	There are <i>some reasons</i> why I refuse full-day school
It makes <i>many student</i> sleep	It makes <i>many students</i> fall asleep
There are <i>many positif and negative effect</i> of full day school	There are <i>many positive and negative effects</i> of full day school
Full day school has <i>many negative effect</i>	full day school has <i>many negative effects</i>
We can't learn <i>3 exercise</i> at the same day.	We can't learn <i>3 subjects</i> at the same day.
They get <i>many lesson</i> from their teacher	They get <i>many lessons</i> from their teacher

Regarding the sentence above, the student omitted suffix *-s* or *-es* in the plural noun. In this case, errors involve countable nouns where suffix *-s* is left out. The determiners such as *some* and *many* require plural nouns. This is also refers to the different system of plurality between Indonesian and English where Indonesian has quantifiers before nouns without additional affixed plural marker to noun. In *Bahasa Indonesia* the students do not need to add *-s/-es* in the end of nouns to show that the nouns are plural. They only need to add the word *Banyak* that precedes the nouns.

f) Omissions of Article

Other case was found in students' writing. The researcher found that student omitted the article in the sentence. For further description it can be seen by the examples in the following table:

Table 4.7 Errors in Omissions of Article

Identification of Error	Correction of Error
Makassar is big city with large population in Indonesia	Makassar is <i>a</i> big city with large population in Indonesia
They can make better planning in it	They can make <i>a</i> better plan on it

The table above describes the absence of articles on the nouns that should be followed by article. The student had committed the omission error since the student omitted the article *a* on the singular noun.

g) Omission of Possessive Adjective

The researcher also found that the student omitted possessive adjective. For further description it can be seen by the examples in the following table:

Table 4.8 Errors in Omissions of Possessive Adjective

Identification of Error	Correction of Error
I think the congestion in Makassar is quite disturbing daily activities.	I think the traffic jam in Makassar is quite disturbing <i>my</i> daily activities.
The second, students will not have more time to play with neighbors.	Second, students will not have more time to play with <i>their</i> neighbors.
Full day school makes the students lose time.	Full day school makes the students lose <i>their</i> time.

The table above describes that error occurs when the students omitted the possessive adjective on sentence. The student did not use possessive adjective on the particular object. Possessive adjectives are used to show belonging to particular object as substitutes for noun.

h) Omission of Prepositions

The researcher found that the student omit preposition on the sentence. For further description it can be seen by the examples in the following table:

Table 4.9 Errors in Omission of Preposition

Identification of Error	Correction of Error
It made us so uncomfortable learning	It made us so uncomfortable <i>in</i> learning.
I am not happy the congestion that occurred in Makassar	I am not happy <i>with</i> the traffic jam that occurs in Makassar
It's very tiring us students	It's very tiring <i>for</i> us as a student

The sentences above demonstrate that the student had committed the omission error since the student omitted the preposition on the sentence.

i) Omission of Conjunction

The researcher found that the student omit conjunction on the sentence. For further description it can be seen by the examples in the following table:

Table 4.10 Errors in Omissions of Conjunction

Identification of Error	Correction of Error
I hope public transportation is use again to avoid traffic jam everywhere	I hope <i>that</i> public transportation is used again to avoid traffic jam everywhere
They think study afternoon make sleepy	They think <i>that</i> study in the afternoon make <i>them</i> sleepy

The sentences above demonstrate that the student had committed the omission error since the student omitted the subordinate conjunction on the sentence.

2) Addition

Addition is opposite of omission. This error takes place when an item or more should not present in well-formed utterances. The total number of student's error related to addition was 22 errors (6%). This number and percentage shows that the addition was the least kinds of errors based on surface strategy taxonomy in students writing. The distribution of errors in addition is presented on the table below:

Table 4.11 The Distribution of Addition Errors

No	Sub-Type of Errors	Number of Errors	Percentage
1	Addition of Suffix	5	23
2	Addition of Adverb	1	5
3	Addition of Auxiliary	5	23
4	Addition of Pronoun	5	23
5	Addition of Conjunction	6	27
Total		22	100

From the table above, it can be seen that the highest number of addition error was addition error of conjunction with 6 errors or 27% of the total numbers of errors. The lowest addition error was addition error of adverb that was 1 error or 5% of the total numbers of errors. Some examples of students sentences regarding omission were given as follow:

Table 4.12 Errors in Addition

Identification of Error	Correction of Error	Explanation of Error
Children <i>that</i> has not been given the right vehicle	Children have not been given vehicle.	Conjunction <i>that</i> presences before to be has
I do not like <i>to</i> traffic jam.	I do not like traffic jam.	Preposition <i>to</i> presences before noun <i>traffic jam</i>
Every morning Makassar People always and <i>always</i> enjoy <i>by</i> the traffic jam	Makassar people always enjoy the traffic jam every morning.	Student add word <i>always</i> twice and add preposition <i>by</i>

This error was characterized by the presence of an item which must not appear in well-formed utterance. The sentence above had shown that the student encountered a problem with the unnecessary insertion of a word.

3) Error of Misinformation

The misformation of error uses incorrect form of a morpheme in a structure. This error makes the sentence ungrammatical. There were many errors which are found in this section. In fact, each student had numerous errors of misinformation commonly on their writing. This kind of error was the biggest frequency with a total number of misinformation error 180 errors (51%). This number and percentage showed that misinformation was the most dominant kind of errors based on surface strategy taxonomy in student writing. The distribution of misformation error can be seen in the following table:

Table 4.13 The Distribution of Misinformation Errors

No	Sub-Type of Errors	Number of Errors	Percentage
1	Misinformation of Auxiliary Verb	21	9
2	Misinformation of Possessive Adjective	3	1
3	Misinformation of Verb Tense	68	28
4	Misinformation of Preposition	38	15
5	Misinformation of Noun Phrase	25	10
6	Misinformation of Word Choice	86	35
7	Misinformation of Passive Voice	6	2
Total		241	98

From the table above, it can be seen that the highest number of misinformation error was misinformation error of word choice with 86 errors or 35% of the total numbers of errors. The lowest misinformation error was misinformation error of possessive adjective with 3 errors or 1% of the total numbers of errors. Some examples of students' sentence regarding misinformation were given as follow:

a) Misinformation of Auxiliary Verb

The researcher found that the student omit auxiliary verb on the sentence. For further description it can be seen by the examples in the following table:

Table 4.14 Errors in Misinformation of Auxiliary Verb

Identification of Error	Correction of Error
The governments are also make more fly over, and pay attention to the traffic flow.	The government <i>is</i> also make more fly over, and pay attention to the traffic flow.

I think the problem I got from traffic jam <i>are</i> when I came late...	I think the problem I got from traffic jam <i>was</i> when I came late...
---	---

The sentences above demonstrate that the student had committed the misinformation of auxiliary verb. They are misinformation of auxiliary verb because of using the incorrect auxiliary verb (*to be*).

b) Misinformation of Possessive Adjective

The researcher found that the student use possessive adjective incorrectly. For further description it can be seen by the examples in the following table:

Table 4.15 Errors in Misinformation of Possessive Adjective

Identification of Error	Correction of Error
It will low the spirit of the children to learn because <i>he</i> is difficult to capture the lesson given to <i>him</i>	It will reduce the spirit of the children to learn because <i>they</i> are difficult to capture the lesson given to <i>them</i>
Students <i>is</i> difficult to find the material given to <i>him</i>	Students are difficult to find the material given to <i>them</i>

The table above describes that error occurs when the students use the possessive adjective incorrectly. The student did not use possessive adjective which is related to a particular object. Possessive adjectives are used to show belonging to them as substitutes for noun.

c) Misinformation of Verb Tense

The researcher found that the students committed some errors on tenses. For further description it can be seen by the examples in the following table:

Table 4.16 Errors in Misinformation of Verb Tense

Identification of Error	Correction of Error
I <i>does not likes</i> traffic jam	I <i>do not</i> like traffic jam
The students <i>does</i> not like traffic jam	The student <i>do</i> not like traffic jam
I go to the school and I <i>studied</i> ...	I go to the school and I <i>study</i> ...
I am not happy the congestion that <i>occurred</i> in Makassar.	I am not happy with the traffic jam that <i>occurs</i> in Makassar.
I <i>went</i> to school everyday	I <i>go</i> to school everyday
It will <i>made</i> me angry	It will <i>make</i> me angry
It will <i>spents</i> my time...	It will <i>spend</i> my time...

By seeing the error examples above, it can be stated that the error construction occurs on incorrect form of verb tense; there were no equivalences on the simple present tense and simple past tense used. The students also use verb 2 instead of verb 1 in simple future tense. Errors of wrong tense or wrong verb occur when the student used the wrong verb tense in a certain sentence.

d) Misinformation of Preposition

The researcher found that the student did not use the preposition correctly in the sentence. For further description it can be seen by the examples in the following table:

Table 4.17 Errors in Misinformation of Preposition

Identification of Error	Correction of Error
<i>By</i> 2017 some schools have implemented full day school	<i>In</i> 2017, some schools have implemented full day school
It is very tiring <i>of</i> students...	It is very tiring <i>for</i> students....

They can make better planning <i>in</i> it	They can make better planning <i>on</i> it
It is because <i>by</i> a traffic jam	It is because <i>of</i> a traffic jam

The sentence in table above describes that the prepositions are used on incorrect place towards object of prepositions.

e) Misinformation of Noun Phrase

The researcher found that the students did know to use what type of noun must be used in the sentences. For further description it can be seen by the examples in the following table:

Table 4.18 Errors in Misinformation of Noun Phrase

Identification of Error	Correction of Error
Besides that there is also a <i>house duty</i> to be done.	Besides that, there is also a <i>homework</i> to be done.
The <i>education office</i> should think about this program again	The <i>Ministry of Education and Culture</i> should think about this program again

In noun phrase, the pattern of error is the misinformation of modifier and head. The examples showed that the student used his mother tongue in producing the sentence. The word choices were inappropriate due to literal translation that the student make, they should be changed by the correct noun phrase in English to indicate the correct meaning.

f) Misinformation of Word Choice

The researcher found that students chose the wrong words whose meaning didnot appropriate with the sentence. For further description it can be seen by the examples in the following table:

Table 4.19 Errors in Misinformation of Word Choice

Identification of Error	Correction of Error
It make sometimes our <i>agreement</i> with someone canceled.	it makes sometimes our <i>appointment</i> with someone canceled.
People should try to drive <i>peacefully</i> we are just <i>usual</i> people not robots who get up early in the morning	People should drive <i>slowly</i> we are just <i>ordinary</i> people not robots who get up early in the morning
It can <i>add</i> the number of motorcycles in Makassar	It can <i>increase</i> the number of motorcycles in Makassar
I <i>order</i> the police to give a punishment to the driver	I <i>suggest</i> the police to give a punishment to the driver
We can't learn 3 <i>exercise</i> at the same day.	We can't learn 3 <i>subjects</i> at the same day.

From the sentence above, students have made errors to choose an inappropriate word to interpret their individual meaning and they did not use an appropriate word to express their meaning.

g) Misinformation of Passive Voice

The researcher found that the students committed some errors on passive voice. For further description it can be seen by the examples in the following table:

Table 4.20 Errors in Misinformation of Passive Voice

Identification of Error	Correction of Error
I hope public transport is <i>use</i> again to avoid traffic jam everywhere	I hope that public transportation <i>is used</i> again to avoid traffic jam everywhere
It can be <i>cause</i> by a traffic jam	It <i>can be caused</i> by a traffic jam
This <i>will be doing</i> through the	This <i>will be done</i> through the

applications and monitoring of GPS applications and monitoring of GPS tracking systems on vehicles. tracking systems on vehicles.

By seeing the error examples above, it can be stated that the error construction occurs on incorrect form of passive; there were no equivalences on auxiliary verb and verb used. The students used verb 1 or verb 2 instead of verb 3 in passive voice.

4) Mis-ordering

There were some errors which are found in this section. The total number of students error related to mis-ordering was 31 errors (9%). Based on the data, this error occurs when a sentence loses a part of word or more. The distribution of errors in omission is presented on the table below:

Table 4.21 The Distribution of Misordering Errors

No	Sub-Type of Errors	Number of Errors	Percentage
1	Misordering Head Noun	4	21
2	Misordering between Verb and Adverb	11	58
3	Misordering Quantifier	4	21
Total		19	100

From the table above, it can be seen that the highest number of misordering error was misordering error of head noun with 11 errors or 58% of the total numbers of errors. Then misordering between verb and adverb, and misordering of quatifiers had the same number. Both of the category gained 4 errors or 21% of the total number of errors. Some examples of students' sentence regarding mis-ordering were given as follow:

a) Misordering of Head Noun

The researcher found that the students committed some errors in head noun.

For further description it can be seen by the examples in the following table:

Table 4.22 Errors in Misordering of Head Noun

Identification of Error	Correction of Error
Student need a <i>time quality</i> ...	Student need <i>a quality time</i> ...
Our <i>time play</i> decrease...	Our <i>playing time</i> decrease...

By seeing the error examples above, it can be stated that the error construction occurs on incorrect form noun phrase. The students tended to make errors in misordering of head noun because they did not understand the structure of the head and modifier of noun phrase.

b) Misordering of Quantifier

The researcher found that the students committed some errors in quantifier.

For further description it can be seen by the examples in the following table:

Table 4.23 Errors in Misordering of Quantifier

Identification of Error	Correction of Error
we do not have <i>time to much</i> with parents	we do not have <i>many time</i> with parents
....with <i>the task many</i> that difficult to understand.	...with <i>many task</i> that difficult to understand.

By seeing the error examples above, it can be stated that the error occurred when the quantifiers were in the wrong place. The student put the quantifier on incorrect place.

c) Misordering between Verb and Adverb

The researcher found that the students committed some errors between verb and adverb. For further description it can be seen by the examples in the following table:

Table 4.24 Errors in Misordering between Verb and Adverb

Identification of Error	Correction of Error
we come <i>usually</i> late	We <i>usually</i> come late
we <i>all day</i> study	We study <i>all the day</i>

By seeing the error examples above, it can be stated that the error occurs when the verb and adverb were in wrong place. The student put the adverb right before the verb. The students put the word in the wrong place in a sentence.

2. The Causing Factor of Errors of the Students' Writing

In this section, the researcher found out the sources of errors. The researcher classified the sources of errors into two errors. Those errors were interlingual and intralingual that explain and discuss below:

1) Interlingual Errors

The researcher found that the students' errors were caused by the process of transfer from students' first language. They still construct English sentences by using Indonesian rules. For further description it can be seen by the examples in the following table:

Table 4.25 Interlingual Errors

Identification of Error	Correction of Error
Student need a <i>time quality</i> ...	Student need <i>a quality time</i> ...
Our <i>time play</i> decrease...	Our <i>playing time</i> decrease...

From the example of the first sentence above, the student did not understand the structure of the head and modifier of noun phrase in English. Error “*time quality* is a direct translation of Indonesian Phrase means “*waktu yang berkualitas*”. In english, the right noun phrase should be *quality time*. In the second sentence, the students use word *time play* instead of *playing time*. It can be assumed from this error that it is caused from the direct translation of *Bahasa Indonesia* collocation into English. The causes of error related on interlanguage also were found by the researcher from the interview that held after analyzing the paper written by the students. The analysis of those causing factors of errors was explained in the extract below:

Interviewer : Did your first language influence you when writing English? (*Apakah Bahasa Indonesia kita berpengaruh dalam men-translate atau menulis dalam bahasa inggris?*)

Interviewee : Yes, influences because I make a draft using my first language. (*Iya, karenakan kita rangkai dulu pake Bahasa Indonesia.*)

Interviewer : What are the differences between writing in English and in Bahasa? (*Apa perbedaan menulis dalam bahasa Indonesia dan bahasa Inggris?*)

Interviewee : Indonesia language is our own language, so it will make us easy to write but English is not our own language, so it is commonly wrong.

(Kalau bahasa Indonesia bahasa ta ji sendiri, jadi gampang, tapi klu bahasa Inggris bukan bahasa ta jadi biasa salah-salah.)

2) Intralingual Errors

The researcher found that the error was made by students who have begun to acquire parts of target language but they still lack of competence. Some example of students sentence regarding to intralingual errors were given as follow:

a) False analogy (or overgeneralization)

Some errors identified in this research could be traced to overgeneralization. Overgeneralization occurs when the student use their previous knowledge of English in situations where that knowledge does not apply. Some examples of students' sentence regarding overgeneralization were given as follow:

Table 4.26 Errors Caused by False Analogy

Identification of Error	Correction of Error
I <i>does not</i> likes traffic jam	I <i>do not</i> like traffic jam
It will <i>spents</i> my time...	It will <i>spend</i> my time...

The errors dealt with production of verb. The students generalized structure in sentence by using two rule structures whereas it was not appropriate. It can be seen that errors committed by the students' not fully understanding a distinction in the target language.

b) Ignorance of Rule Restriction

The researcher found that the students ignored the appropriate structure. Some examples of students' sentence regarding ignorance of rule restriction were given as follow:

Table 4.27 Errors Caused by Ignorance of Rule Restriction

Identification of Error	Correction of Error
<i>Many school</i> do not offer bus services to student...	<i>Many schools</i> do not offer bus services to student...
It makes <i>many student</i> sleep	It makes <i>many students</i> fall asleep
There are <i>many positif and negative effect</i> of full day school	There are <i>many positive and negative effects</i> of full day school
Full day school has <i>many negative effect</i>	full day school has <i>many negative effects</i>

From the example above ,the students ignored the appropriate structure by omitting plural mark in plural noun.

c) Incomplete Rule Application

The researcher found that the students fail to use a fully developed structure. Some examples of students' sentence regarding incomplete rule application were given as follow:

Table 4.28 Errors Caused by Incomplete Rule Application

Identification of Error	Correction of Error
For some people <i>it the</i> part of their prestige.	For some people <i>it was the</i> part of their prestige.
Sometimes I not like traffic jam in Makassar because sometimes I always late to school	Sometimes I <i>do</i> not like traffic jam in Makassar because sometimes I always late to school
There some people agree or disagree with full day school	There <i>are</i> some people agree or disagree with full day school
There no time outside school	There <i>is</i> no time outside school

From the example above, the student write incomplete structure in English to express what they have in mind. These errors dealt with omission of auxiliary verb. The student did not comprehend about the tenses on their writing. The students wrote incomplete structure in English to express what they have in mind.

d) False Concept Hypothesis

The students had false concept hypothesis in constructing the sentence. Some examples of students' sentence regarding false concept hypothesis were given as follow:

Table 4.29 Errors Caused by False Concept Hypothesis

Identification of Error	Correction of Error
It will low the spirit of the children to learn because <i>he</i> is difficult to capture the lesson given to <i>him</i>	It will low the spirit of the children to learn because <i>they</i> are difficult to capture the lesson given to <i>them</i>
Students <i>is</i> difficult to find the material given to <i>him</i>	Students are difficult to find the material given to <i>them</i>

From the example above, The student did not use possessive adjective which is related to a particular object. They did not understand the distinction in the target language. These errors derived from faulty comprehension of the distinction in the target language.

After collecting and analyzing the data, the researcher found that there were some errors made by the students both interlingual and intralingual error in writing when they composed a paragraph in English.

3. The Frequency and Percentage of Student's Error

The distribution of four kinds of errors namely omission, addition, misinformation and misordering from the student's writing were tabulated and can be found in the table below :

Table 4.30 Frequency of Students' Error

No	Types of Errors	Frequency of Errors	Percentage
1	Omission	117	33%
2	Addition	22	6%
3	Misinformation	180	51%
4	Misordering	31	9%
Total		350	100%

As the above table shows, misinformation was the most common type of error found in the students' essays according to the surface strategy taxonomy of errors. This was followed by omission and misordering, whilst addition was found the least. The most kinds of error were misinformation with 180 errors (51%). The next was omission with 117 errors (33%) and then misordering with 31 errors (9%). The least of the kinds of error was addition with 22 errors (6%).

Table 4.31 Table of Students Error

No	Respondent	Types of Error				Total
		Omission	Addition	Misinformation	Misordering	
1	Student 1	7	1	9	3	20
2	Student 2	2	1	5	1	9
3	Student 3	6	2	2	3	13
4	Student 4	2	2	7	0	11
5	Student 5	9	0	3	2	14
6	Student 6	6	2	5	0	13

7	Student 7	5	2	2	2	11
8	Student 8	4	0	8	3	15
9	Student 9	4	0	8	0	12
10	Student 10	8	0	11	2	21
11	Student 11	5	1	2	1	9
12	Student 12	6	3	5	1	15
13	Student 13	1	1	6	2	10
14	Student 14	2	0	5	0	7
15	Student 15	5	0	10	0	15
16	Student 16	2	1	8	0	11
17	Student 17	3	1	10	0	14
18	Student 18	2	1	3	0	6
19	Student 19	2	0	7	4	13
20	Student 20	4	0	3	0	7
21	Student 21	3	0	4	1	8
22	Student 22	0	1	7	2	10
23	Student 23	4	1	6	0	11
24	Student 24	3	0	7	0	10
25	Student 25	6	0	6	1	13
26	Student 26	1	0	4	0	5
27	Student 27	2	0	7	1	10
28	Student 28	4	0	5	0	9
29	Student 29	5	2	10	2	19
30	Student 30	4	0	5	0	9
Total		117	22	180	31	350

The analysis of errors found a total of 350 errors. As the above table shows, the total number of errors in each student were different. Some students got a small number of errors and some students got a lot of errors in their writing.

4. Factor Influence Students in Learning English Grammar

After calculating errors in each student, the researcher interviews the student based on the data which found by the researcher after calculating the frequency of each student error. The researcher ask the student with most the grammatical errors

what factors influence them in learning English grammar. And then the researcher asked the student with the least grammatical errors what factors influence them in learning English grammar. Students therefore gave various opinions. The following data reveal what factors influence them in learning English grammar.

1) The Factors Influence Student with the Most Grammatical Error in Learning English Grammar

The researcher ask the student with the most grammatical error about what factors influence them in learning English grammar. Then the students gave variousopinions. The following data reveal what factors influence the students with the most grammatical error in learning English grammar.

4.1.1. The Student Attitude towards Learning English.

After interviewing the students with the most grammatical error, the researcher found some student did not like English. There were some reasons stated by the student why they did not like English. It can be seen from the extract below:

Interviewer : And then how Sara learn English or especially grammar?
Do you have some trick? Or? (*trus kalau sara bagaimana caranya kalau mau belajar bahasa inggris khususnya grammar? Ada cara khusus kah? Atau bagaimana?*)

Interviewee : Nothing, I didn't like it. (*tidak ada, tidak suka ka*)

Interviewer : Why Sara did not like English? (*kenapa tidak suka Sara?*)

Interviewee : I am lazy to learn English (*kalau belajar bahasa inggris malas sekali ka*)

Interviewer : What makes you lazy? (*Apanya yang bikin malas?*)

Interviewee : Yeah, It was very difficult to pronounce the words and to construct the word into sentence. (*iyee, kayak kata-katanya sulit sekali begitu di ucapkan apalagi klo mau bikin kalimat*)

It was a mentioned above that students did not like English because they thought that English is difficult them.

4.1.2. The students with the most grammatical error spend little time on learning grammar.

I learn English only at school. It was taught once a week, mastering grammar material was also once. Teacher more often gives some text in English then answers the question based on the text. (*Saya belajar bahasa Inggris hanya di sekolah, itupun hanya sekali dalam seminggu, pembelajaran khusus grammar juga sekali ji. Guru lebih sering memberikan teks wacana dalam bahasa inggris lalu siswa di suruh menjawab soal berdasarkan wacana dari teks tersebut*).

(Student 10's statement)

From the statement above, it can be concluded that time plays a role in advancing factor that influence student in learning English grammar.

4.1.3. The English Teachers Cannot Perform Well in Delivering the Material. It can be seen from the extract below:

Interviewer : How did the teacher explain about tenses? Did you understand or not? (*Bagaimana penjelasan gurunya tentang tenses? Paham jika atau masih kurang?*)

Interviewee : No, I didn't understand (*nda terlalu paham*)

Interviewee : Why you didn't understand? (*Kenapa tidak terlalu paham?*)

Interviewee : The teacher didn't explain the material well, teacher explain the material too fast. It was not understood. (*cara menjelaskannya tidak bagus, cepat dan kurang di jelaskan. Nda terlalu dipahami*)

It was also mentioned above that teacher cannot perform well to help the students to learn English Grammar.

4.1.4. The student didn't use any sources to learn English grammar. It can be seen from the extract below:

Interviewer : Did you try to find out about it or did you ask to the teacher? Did you buy some book? (*kita cari tau atau bertanya atau bagaimana? Atau beli buku untuk belajar itu?*)

Interviewee : I asked my brother to teach me. (*biasa minta diajar di kakakku*)

Interviewer : Did you use mobile phone for learn? (*apakah belajar lewat hp?*)

Interviewee : No (*tidak*)

Interviewer : Bought some books? (*kalau beli buku?*)

Interviewee : No (*tidak*)

Interviewer : How about magazine? Or learn English grammar in group? (*kalau lewat majalah? Atau belajar kelompok dengan temannya, untuk belajar grammar?*)

Interviewee : No (*tidak*)

Interviewer : So you learnt only from teachers explanation in the class? (*jadi belajarnya hanya di penjelasan guru di kelas?*)

Interviewee : Yes (*iya*)

Interviewer : Bought some books? (*kalau beli buku?*)

Interviewee : No (*tidak*)

It was a mentioned above that the students did not use any sources to support their knowledge in learning English grammar.

2) The Factors Influence Student with the Least Grammatical Error Learn English Grammar

The researcher asked the student with the most grammatical error about what factors influence them in learning English grammar. Then the students gave various opinions. The following data reveal what factors influence students with the least grammatical error learn English grammar.

4.2.1 The Student Attitude towards Learning English.

After interviewing the students with the least grammatical error, the researcher found some student like to learn English. There were some reasons stated by the student why they like English. It can be seen from the extract below:

Interviewer : Do you like learn English? (*suka ki belajar Bahasa Inggris?*)

Interviewee : Yes, I like English very much. (*iya saya suka sekali belajar Bahasa Inggris*)

Interviewer : why do you like learning English? (*kenapa suka ki belajar Bahasa Inggris?*)

Interviewee : Because it was very cool! and then it was an international language. It is also good for the future too. (*iya kenapa di', ohh karena keren trus bahasa international juga. Bagus juga nanti untuk kedepannya*)

Interviewer : What did you mean? (*maksudnya untuk kedepannya itu bagaimana?*)

Interviewee : Yaa for working. (*ya untuk kerja toh kak*)

Interviewer : How about learning grammar? (*bagaimana dengan belajar grammar?*)

Interviewee : structure? I like it or not? (*structure? Suka atau tidak?*)

Interviewee: Yes, I like it, It is used to construct sentence in writing. (*suka kak, itu yang digunakan untuk buat menulis kalimat*)

It was a mentioned above that student likes to learn English. The students had a willingness and motivation to learn English as they see the immediate need to learn English language.

4.2.2 The Student Spent much time in Learning English

The students spent much time in learning English outside the school. Student took an English course outside the school. It can be seen from the extract below:

Interviewer : Did you take an English course?

(*Irham les bahasa inggris?*)

Interviewee Yes, I have been taking an English course until now. (*Iya dari dulu, sampai sekarang.*)

Interviewer : How long have you been taking the course?

(*sudah berapa lama?*)

Interviewee : It is about 3 years (*sudah sekitar 3 tahun*)

Interviewer : Where did you learn English outside the school? (*selain di sekolah, belajar bahasa inggris dimana saja?*)

Interviewee : Only at school and at course. (*di sekolah ji, sama tempat les*)

Interviewer : how many times a week? (*Berapa kali dalam seminggu?*)

Interviewee : Three times a week (*3 kali seminggu*)

Interviewer : How was the explanation about English grammar at course? *(di tempat les penjelasan tentang grammar bagaimana?)*

Interviewee : I have learnt so many English structure, how to use the tenses, how to make a sentence. And then I also learnt about the material in the school that I didn't understand. I do really understand when learnt it at the course. *(Iye, saya banyak belajar tentang pola tensis, cara pakenya dan cara membuat kalimatnya juga di pelajari. Lalu beberapa materi grammar yang saya kurang pahami di sekolah juga, saya pelajari di tempat les bias lebih paham)*

Other students also stated that he have taking an English course outside the school. It can be seen from the extract below:

Interviewer : How did you learn English grammar outside the classroom? *(selain di kelas, belajar bahasa inggrisnya dimana?)*

Interviewee : at Briton *(di Briton)*

Interviewer : How long? *(berapa lama?)*

Interviewee : 6 months *(6 bulan)*

From the conversation above, students state that they spend much time to learn English at the courses.

4.2.3 Students use other resources to learn grammar like comic or online material.

It can be seen from the extract below:

Interviewer : How learn by watching movie? (*kalau belajar lewat film?*)

Interviewee : usually movie, song, comis or youtube (*biasa film, lagu, komik atau youtube*)

Interviewer : what did you learn by watching movie? (*kalau film apa di pelajari?*)

Interviewee : There are many new vocabularies (*kosa kata baru banyak di film*)

Interviewer : How about comics? Is it in English? (*trus kalau komik bagaimana? Komiknya bahasa inggris?*)

Interviewee : Yes, in English (*iye bahasa inggris*)

Interviewer : What did you learn? (*apa di pelajari kalo di komik*)

Interviewee : Vocabularies also and then sentences in English (*banyak juga kosakata sama kayak kalimat bahasa inggris*)

Interviewer : and then how about youtube, what did you learn? (*trus kalau youtube apa di pelajari?*)

Interviewee : Sometimes about English (*youtube biasa pelajaran pelajaran bahasa inggris*)

Interviewer : what kind of material? Grammar? (*pelajaran apa? Grammar?*)

Interviewee : yeah, grammar and pronouciation. (*iyee grammar begitu sama pronouncation*)

Other students also stated that he have learnt an English grammar by using another sources like internet. It can be seen from the extract below:

Interviewer : How about mobile phone, did you use it for learning?
(*kalau lewat Hp biasa tidak Nisde belajar?*)

Interviewee : I usually use mobile phone for searching thee grammatical rules of English (*kalau lewat Hp paling sering liat aturan tenses di internet*)

Internet is helpful and interesting for them to increase the English language ability however, problems with the net which is most of the time slow discourage them to further do online learning materials.

B. Discussions

This section deals with the interpretation of findings where it was explored and elaborated more about the students' errors in writing hortatory exposition text. The categories of errors based on Surface taxonomy were some in number. In this way, errors were divided into four categories which named omission, addition, misordering and misinformation.

By reviewing the researching findings, it showed that the students' proficiency to apply the rules of English grammar was still inefficient because they made 350 errors. The most common type of error in the surface strategy taxonomy

found in this study was mis-information with 180 errors (51%). This type of errors was made by the students who used the wrong form of the morpheme or structure. It means that this error caused by context of learning. Omissions were the second most common type of error in the surface strategy taxonomy with 117 errors (33%). Errors in omissions are made when essential elements such as primary verbs, articles, prepositions, punctuations are omitted. This type of errors was made by the students who absence of an item that must appear in a well-formed utterance. It means that this error caused by context of learning. Then misordering with 31 errors (9%), the students can be make mis-order because of the students made wrong placement of morpheme or a group of morphemes in an utterance. The least of the kinds of error was addition with 22 errors (6%). This type of errors was also caused by context of learning.

The result of this research was similar with Limengka, et al (2014), he found that the most frequent error is misformation, especially the misformation of verbs and nouns. Students' frequent errors in relation to certain grammar structures support the argument that it is important to draw students' attention to the linguistic features of the language. Comparing to the result on this research study, Darus (2009) in Malaysia also found the six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. Besides, Khanom (2014) also found the most frequent grammatical errors towards Bangladesh higher secondary level were: spelling, verb tense, and on applying plural form.

These findings also showed that EFL students in Indonesia had problems in many grammatical categories such as errors on verb, pronoun, article, noun phrase, word order, conjunction, singular and plural noun. This research provided instructors the information on the area of linguistic difficulties which EFL learners have face in learning writing. More specifically, the researcher realized that grammar was still a problematic area for EFL learners. Rattanadilok (2015) stated that in EFL writing classroom, learners' limited knowledge of grammar has caused learners difficulty in composing an effective writing. Being aware of the linguistic elements of difficulties can help writing instructors to figure out ways to overcome such problems.

With reference to the findings of this research, which was taken from the interview, the researcher also found that there were several factors that influenced the students' English grammar. The factors were students' attitude, time, sources, and teacher's competence. In line with success and failure of learning process, theoretically it was caused by many factors such as teaching and learning method, assessment model, the students 'background and characteristics (entry behavior, motivation, attitude, etc) media, learning materials etc (Brown, 2004). Then, Nunan (1995); Sutikno and Fathurrohman (2007) adds that the students' achievement are influenced by many factors such as media, learning material, assessment, input, learning resources, and learning method.

This was supported the findings on what factors influence students in learning English Grammar. There were some differences both the students with the most grammatical error and the student with the least grammatical error. The students with

least grammatical error state that they spend much a lot of time in learning English outside the school. They had been taking an English course which affects their performance in English. According to Dembo (2004), specifies that time management is involved in students' educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time-management skills. Besides, Student with the least grammatical error also used another sources like internet for learning English especially grammar. On the other hand, students with the most grammatical error stated that they only learn English at school. It means that they only spend 2 hours a week for learn English. Students with the most grammatical errors also stated that they did not like English and they felt lazy to learn English. Chang (2010), indicated that reasons cause students' weakness for English language learning derived from learners' laziness and lack of efficiency of the school. Students also stated that they did not understand about the material because the teacher did not explain the material clearly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and findings of the previous chapter.

A. Conclusions

Based on the data analysis in the chapter IV, it was concluded that the errors, based on the surface strategy taxonomy, which most often occur in the students' hortatory exposition writing were misinformation. Meanwhile, the errors which rarely occur were addition. Omission and addition errors caused by mother-tongue interference happen because Indonesian is different from English and it does not apply grammatical rules that English has such as article, nominal sentence and singular and plural marker. Therefore, the students tend to apply their native grammatical rules. Meanwhile, the omission, addition, misinformation and misordering errors caused by target language (learning strategy) happen because the students do not apply the norms or rules of the target language (English) correctly and completely. The students ignored some or even all of the norms or rules of the target language with the result that the errors appear. The errors also were caused by intralingual factor. It was related to the complexity of English which is far different from Bahasa Indonesia. The type of the learning strategy which is mostly applied by the students was incomplete rule application. It can be inferred that the students

already know some components of a specific grammar rule, but the application is incomplete. Furthermore, the causes of error for specific grammatical system seem to have a pattern. It can be seen from the same causes of error among the students.

The occurrence of the errors showed that the students' writing abilities and especially their mastering of grammatical structures are less. The teachers need to view students' errors as the part of the learning process. And then based on the findings of this research, it can be concluded that the factors influence the students' English grammar at the second year students of SMAN 8 Makassar were students' attitude, time, sources, and teacher's competence.

B. Suggestion

Considering the conclusions above, the researcher further stated some suggestions as follows:

1. As future teachers, teacher must know about the importance of error analysis in building knowledge and developing both the writing skills and grammar aspect.
2. Teachers should give more time for the student to study the grammatical rules of English.
3. Teacher should pay attention to media that use and to material that give to the student in the classroom.
4. Students should be encouraged to learn grammatical rules of English
5. Student should consider error analysis as an important pedagogical strategy in enhancing and mastering the skill of writing.

6. Students should have strong foundation for their writing skill before entering a higher level of education. So, it is essential for them to master English grammar.

BIBLIOGRAPHY

- Athi'urrodhiyah. 2012., *An Analysis of Grammatical Errors upon Student's Hortatory Exposition Text at SMAN 1 Baureno Bojonegoro*. IAIN Sunan Ampel Surabaya.
- Brown, H.D. 1994. *Principles of Language Learning and Teaching*. New York: Longman.
- Byrne, Down.1984. *Teaching Writing Skill*. London: Longman
- Chamort, O, Malley .1996. *Learning Strategies in Second Language Acquisition*. Cambridge. Cambridge University Press.
- Chang, Y.-P. (2010). A Study of EFL college students' self-handicapping and English performance. *Procedia - Social and Behavioral Sciences*, 2(2), 2006-2010.
<http://dx.doi.org/10.1016/j.sbspro.2010.03.272>
- Corder,S. P.1967.*The Significance Of Learners' Errors*. Iral.
- Corder, S. P. 1974. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman
- Darus, Saadiyah. 2009. *Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study*. *European Journal of Social Sciences*, Volume 8, Number 3
<https://www.researchgate.net/publication/235772401>
- Dembo, M. H. (2004). *Motivation and Learning Strategies for College Success: A Self-Management Approach*. Lawrence Erlbaum Associates.
- Dulay, Heidi, Marina Burt, Stephen Krashen. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, Rod. 1997. *Second Language Acquisition*. Oxford University Press, New York
- Ellis, Rod.1994. *The Study Of Second Language Acquisition*. Oxford University Press.
- Ellis, Rod& Gary, Barkhuizen, 2005. *Analysing Learner Language*. Oxford University Press.Uk.

- Fajaryani, Sofi. 2015. *The Use Of Learning Cell To Improve Students' Writing Skill On Hortatory Exposition Text (A Classroom Action Research In The Eleventh Grade Of State Islamic Senior High School Magelang In The Academic Year 2013/2014)*. English Department Of Education. Teacher Training And Education Faculty State Institute For Islamic Studies (IAIN) Salatiga.
- Gay, L. R. 2006. *Educational Research: Competencies for Analysis and Application. Eight Editios*. Colombus. Charles E. Merrill Publishing Company
- Gould, Erick. 1989. *The Act Of Writing*. New York: Random House.
- Harmer, J. 2004. *How to Teach Writing*. Edinburg: Person Education Limited
- Harmer. 1991. *The practice of English Language Teaching*. New York: Longman
- Hermini. 2015. *Grammatical Error Analysis in Recount Texts Made by The Students of Cokroaminoto University Of Palopo*. Post Graduate Program State University of Makassar.
- Hourani, T. M. Y. (2008). *An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE* (Doctoral dissertation, British University in Dubai).
- Irmalia, Maya. 2016. *Indonesian Interference in Students' Writing*. University Of Syiah Kuala, Banda Aceh. English Education Journal
- Khanom, Hasna. 2014. *Error Analysis in the Writing Tasks of Higher Secondary Level Students of Bangladesh*. GSTF International Journal on Education (JEd) Vol.2 No.1. DOI 10.7603/s40742-014-0002-x
- Krashen, S. 1981. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press. Oxford Language Teaching Journal.
- Ma'mun, Nadiah. 2016. *The Grammatical Errors on The Paragraph Writings*. Uin Walisongo. Semarang Jurnal Vision.
- Magfirah, Fadliah. 2015. *The Teaching of Grammar in Context Through Writing Activities at Madrasah Tsanawiyah Negeri Model Makassar*. Unpublished Thesis Postgraduate Program UNM

- Nurhidayah. 2013. *An Analysis of Grammatical Errors in Narrative Essays Made by The Students of SMPN 4 Sungguminasa*. Unpublished Thesis Postgraduate Program UNM
- Raimes, Ann. 1983. *Technique in Teaching Writing*. Oxford. Oxford University Press.
- Richards, J. C. 1971. *A Non-Contrastive Approach To Error Analysis*. London: Longman.
- Richards, J. C. 1974. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Saville-Troike, Murriel. 2006. *Introducing Second Language Acquisition*. Cambridge University Press The Edinburgh Building, Cambridge. United Kingdom
- Slameto. 2010. *Belajar dan Faktor yang mempengaruhinya*. Jakarta: Rineka Cipta
- Sudarwati, TH. M. 2007. *Look Ahead An English Course*. Erlangga: Jakarta.
- Sukasame, et all. 2013. *A Study of Errors in Learning English Grammatical Structures on Tenses of Matthayomsuksa 4 Students of The Demonstration School, Khonkaen University*. A Faculty Of Education, KhonKaen University KhonKaen. Thailand
- Yusnaeni. 2014. *Grammatical Errors in Writing made by students of UIN Alauiddin Makassar: A comparison between Indonesian students and international students*. Unpublished Thesis Postgraduate Program UNM.

APPENDICES

Appendix 1. Research Instrument

Name :

Class :

WRITING TEST

TIME: 90 MINUTES

Write hortatory exposition text with topic “Traffic Jam in Makassar”!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

FAKTOR YANG MEMPENGARUHI SISWA BELAJAR GRAMMAR

Tanggal :

Waktu :

Kelas :

Tempat :

Nama Responden :

1. Apakah Anda senang belajar Bahasa Inggris?
2. Bagaimana cara Anda belajar grammar Bahasa Inggris?
3. Berapa kali Anda belajar Bahasa Inggris dalam seminggu?
4. Dimana Anda belajar Bahasa Inggris?
5. Materi apa yang Anda pelajari? Jelaskan!
6. Sumber apa yang Anda gunakan untuk belajar tata bahasa Inggris? (mis. Buku, Internet, Majalah, Koran, fiksi, dll.)
7. Media apa yang Anda gunakan untuk belajar tata bahasa Inggris? (mis. komputer, LCD Proyektor, handphone dll.)
8. Bagaimana cara guru menjelaskan materi grammar saat pelajaran Bahasa Inggris?
9. Kegiatan apa diluar kelas membantu Anda dalam tata bahasa Inggris? jelaskan?
10. Apa yang Anda lakukan untuk belajar tata bahasa secara lebih efektif di luar kelas?

Appendix 2. Students Hortatory Exposition Text

Name : Michelle Wilda . P

Class : XI Mia 5.

WRITING TEST

TIME : 90 MINUTES

Make hortatory exposition paragraph in 120-150 words with topic "The Effect of Full day School".

by 2017 some schools have implemented full day school, including my school. There are some reasons I refuse full day school. First, our time with the family was limited, when I came home from school around 3:30 pm, I was tired of not doing any school work given by the teacher. So some times after I do my schoolwork straight away I mean that I often can not help my parents in terms of homework. Secondly, some of my friends feel full day school makes the students lazy because they think "study afternoon make sleepy". It resulted in the students lazy to learn and disagree with the full day school. Finally, I understand that full day school is not good for the health of the body due to lack of rest time and brain that should rest but must be forced to do the task and others. The solution should be the government of education should be more careful thinking about the future impact of the impact that will occur when full day school is applied, we are not a robot that must be forced to work continuously without any rest time but we are human who need rest, at least if it is full day school again the task because according to our study 8 hours in school it is enough to drain power.

Name : MUH. Aswin

Class : A-IPA5

WRITING TEST

TIME : 90 MINUTES

Make hortatory exposition paragraph in 120-150 words with topic "Traffic Jam in Makassar".

I think most of the people feels that there is a traffic jam in Makassar recently, so do I. Owing to the jam, pollution can be found everywhere. Indeed I wish there weren't. When we will go to some places such as school, office, market, etc, we need long time to reach there. It is caused by a traffic jam. there are some reasons for it

First, most of the roads are so narrow enough for vehicles that they have to run slowly, it's difficult to precede each others so it becomes crowded and noisy. It often makes (impatience of the driver) because they won't come, but to reach their place, bring the emotion up and it drivers become individually. Whereby I wish people cared surround and the others.

Second, Makassar is a city of education. A lot of people from other city study here and use their own motorcycles. It can add the number of motorcycles in Makassar. They make them become the heir of the roads. Not only a city of education, Makassar is also a city of tourism. Of course it is visited by many people all over the world both domestic and foreign tourists. Especially for the domestic tourist, they drive their own car and for the foreign one, they rent cars to drive from one place to others. certainly, it can add a number of vehicles in Makassar that can make the roads become crowded, and again it can cause traffic jam.

From the reason above, the government should add the traffic sign in any places and strengthen the traffic rules. And I order the police to give a punishment to the driver that doesn't obey the rules. They may not make any distinction including one who doesn't have driving licence. In addition, it should be important to make a road with one direction of traffic lane. I think there is a chance to make Makassar place. All of the people let the rules resolved

Name : Irhamzah RB

Class : X MIPA 5

WRITING TEST

TIME : 90 MINUTES

Make hortatory exposition paragraph in 120-150 words with topic "The Effect of Full day School".

The effect of full day school is bad. I don't really like it. ~~and also not just me~~, but so many students are annoyed by this system by the governments.

I give it a "bad" because first; we don't get much time at home so when we at school we can't really focus on learning because we always thought about going home rather than suffer in here, and second: we actually happy a little bit because the president him self said that ~~we~~ won't do homework anymore but such promising like that can't be fulfilled by him. Such a shame.

My solution to this is that we need to cancel this system because it is way too heavy for us students to burden through the day. Also try to make at least 3 rest time because we can't went through the hellish system without enough relaxing moment not only that. The teacher should decrease the exercise because we can't learn 3 exercise at the same day. it is so tiring. The long exercise, and the listening part, and especially the situation in class when we are so load.

Appendix 3. Interview Transcription

Project : **Factors Influence Students in Learning English Grammar**
Date : **8 April 2018**
Time of Interview : **08: 00**
Place : **XI MIA 5 Classroom**
Interviewer : **Ummul Hasanah**
Interviewee : **Irham**

Interviewer: suka ki belajar Bahasa Inggris?

Interviewee: iya saya suka sekali belajar Bahasa Inggris

Interviewer: kenapa suka ki belajar Bahasa Inggris?

Interviewee: iya kenapa di', ohh karena keren trus bahasa international juga. Bagus juga nanti untuk kedepannya.

Interviewer: maksudnya untuk kedepannya itu bagaimana?

Interviewee: ya untuk kerja toh kak.

Interviewer: bagaimana dengan belajar grammar?

Interviewee: structure? Suka atau bagaimana?

Interviewer: iya suka atau tidak?

Interviewee: suka kak, itu yang digunakan untuk buat menulis kalimat

Interviewer: Berapa kali ki belajar Bahasa Inggris dalam seminggu? Coba di jelaskan!

Interviewee: klo di sekolah sekali seminggu ji tapi saya belajar Bahasa Inggris juga di tempat les

Interviewer: oh Irham les bahasa inggris?

Interviewee: iya dari dulu, sampai sekarang

Interviewer: sudahberapa lama?

Interviewee: sudahsekitar 3 tahun

Interviewer:selain di sekolah, belajar bahasa inggris dimana saja

Interviewee: di sekolah ji, sama tempat les

Interviewer : Berapa kali dalam seminggu?

Interviewee: 3 kali seminggu

Interviewer: di tempat les penjelasantentang grammarnya bagaimana

Interviewee: saya banyak belajar tentang pola tensis, cara pake nya dan cara membuat kalimatnya juga di pelajari. Lalu beberapa materi grammar yang saya kurang pahami di sekolah juga, saya pelajari di tempat les bias lebih pahami

Interviewer: di sekolah, klo Bahasa Inggris apa yang paling sering di pelajari?

Interviewee: paling sering itu bacaan trus menjawab soal dari bacaanya

Interviewer: klo materi grammar bagaimana?

Interviewee: klo grammar jarang di ajarkan

Interviewer: jadi belajar grammar dimana?

Interviewee: di tempat les toh kak, klo di tempat les malah grammar terus ku pelajari

Interviewer: kalau gurunya menjelaskan tentang grammar bagaimana? Sudah paham atau bagaimana

Interviewee : iya paham ji kak, cuman yah apa di'...

Interviewer : kenapa?

Interviewee: biasa tidak mengerti orang

Interviewer: kenapa bisa?

Interviewee: biasa terlalu cepatki atau hmmm tidak jelas ki apa na bilang guru ku''

Interviewer :trus di sekolah belajarnya dari buku?

Interviewee: iye dari buku cetak

Interviewer: klo di tempat les bagaimana?

Interviewee: klo di tempat les ada bukunya juga, trus biasanya juga nonton film atau video

Interviewer: klo nonton film begitu, materi apa yang di pelajari?

Interviewee: paling sering di suruh cari vocab atau conversation

Interviewer: klo yang conversation, mau di apai?

Interviewee: biasa di suruh lihat kata kerjanya bentuk seberapa, grammarnya apa...

Interviewer: ohhh grammar....

Interviewer: klo dirumah, irham belajar bahasa inggris juga khususnya grammar?

Interviewee: iye biasa

Interviewer: bagaimana caranya belajar klo di rumah?

Interviewee: bias buka buka lagi buku atau biasa film, lagu, komik

Interviewer: kalau film apa di pelajari?

Interviewee: kosa kata baru banyak di film

Interviewer: trus kalau komik bagaimana? Komiknya bahasa inggris?

Interviewee: hmmm iyee klo komik

Interviewer: komik bahasa inggris?

Interviewee: iye bahasa inggris

Interviewer: apa di pelajari kalo di komik

Interviewee: banyak juga kosakata sama kayak kalimat bahasa inggris

Interviewer: trus kalau youtube apa di pelajari?

Interviewee: hmmm youtube biasa pelajaran pelajaran bahasa inggris

Interviewer: pelajaran apa? Grammar?

Interviewee: iyee grammar begitu sama pronouncation

Interviewer: apa Irham sering sharing untuk belajar?

Interviewee: maksudnya kak?

Interviewer: misalnya ada yang tidak kita mengerti, trus tanyakan ke orang lain

Interviewee: pasti mi kak, klo ada tugas dari sekolah yang tidak ku mengerti biasa ku bawa ke tempat les trus ku tanyakan sama guru lesku

Interviewer: ada kesulitan tidak waktu kemarin irham menulis di writing?

Interviewee lumayan susah

Interviewer: apanya susah?

Interviewee karangan ceritanya

Interviewer: kalau membentuk kalimat dari bahasa Indonesia ke bahasa inggris bagaimana?

Interviewee kalau awalnya sulit, tapi kalau sudah tersusun kalimatnya tidakmi

Interviewer: apakah terpengaruh dengan bahasa Indonesia kalau mau buat kalimat bahasa inggris?

Interviewee tidakji, kadang ada yang susah ditranslate kadang ada yang mudah

Interviewer: apanya yang susah, tata bahasanya kah, vocabularynya kah atau apa?

Interviewee dua-duanya

Interviewer: biasa menulis selain di sekolah?

Interviewee biasa di tempat les

Interviewer: apa kiat agar bahasa inggrisnya lebih bagus?

Interviewee biasa liat-liat di youtube supaya terbiasa, itumi kayak nonton video, sama ikut les-les

Project : Factors Influence Students in Learning English Grammar

Date : 8 April 2018

Time of Interview : 08:15

Place : XI MIA 5 Classroom

Interviewer : Ummul Hasanah

Interviewee : Rido

Interviewer: Rido suka belajar Bahasa Inggris?

Interviewee: Iye suka kak.

Interviewer: kenapa suka belajar Bahasa Inggris?

Interviewee: hmhhh karena... suka ji kak bagus begitu kalo ada bahasa di tau selain bahasa indonesia

Interviewer: belajar grammar bagaimana?

Interviewee: grammar?

Interviewer: iya suka atau tidak?

Interviewee: suka kak,

Interviewer: kenapa?

karena itu yang digunakan untuk kayak menulis kalimat toh kak?

Interviewer: iya

Interviewer: Trus Berapa kali ki belajar Bahasa Inggris dalam seminggu de'?

Interviewee: satu kali seminggu ji kak

Interviewer: kayak bagaimana itu belajarnya, apa yang paling sering di pelajari?

Interviewee: apa di' kak...

Interviewer: materinya apa apa saja?

Interviewee: ohhh paling sering itu bacaan, jawab jawab soal sama kayak yang kemarin kita suruh, yang hortatory.

Interviewer: klo materi grammar bagaimana?

Interviewee: hmhhhhh... klo grammar di ajarkan ji juga

Interviewer: apa apa yang diajarkan?

Interviewee: kayak tenses kak, present, past sama yang bentuk akan datang.

Interviewer: itu gurunya menjelaskan di papan tulis, pake LCD atau bagaimana?

Interviewee: pake papan tulis kak biasa juga ada di buku cetak

Interviewer: kalau gurunya menjelaskan tentang grammar bagaimana? Mudah ji dimengerti?

Interviewee: kalau lama-lama di mengerti ji, karena kadang tidak jelas caranya , cepat dudu kak

Interviewer: rido belajar grammar selain di sekolah dimana lagi?

Interviewee: tempat les, waktu smp

Interviewer: oh rido pernah les? berapa lama?

Interviewee: sekitar dua tahun

Interviewer: rido beli buku untuk belajar bahasa inggris khususnya grammar?

Interviewee: tidak tongji kak, buka di hp ji biasa

Interviewer: apa di buka di hp?

Interviewee: pelajaran pelajaran Bahasa Inggris

Interviewer: apa apa saja itu pelajarannya?

Interviewee: kamus kak hahah, biasa juga kayak liat contoh structurenya, kalimatnya maksud ku kak atau kosa kata

Interviewer: kalau ada tugas khusus writing atau grammar, biasa minta bantuan teman atau orang lain?

Interviewee: jarang kak, paling ku suruh temanku liat ki dulu kak..

Project : Factors Influence Students in Learning English Grammar

Date : 8 April 2018

Time of Interview : 08: 00

Place : XI MIA 5 Classroom

Interviewer : Ummul Hasanah

Interviewee : Muh Fajri

Interviewer: suka tidak belajar Bahasa Inggris?

Interviewee: yaaa lumayan kak!

Interviewer: Berapa kali belajar Bahasa Inggris dalam seminggu de? Hmmm di sekolah

Interviewee: satu kali ji

Interviewer: klo di tempat lain, selain di sekolah begitu

Interviewee: di sekolah ji kak

Interviewer: bagaimana pelajaran bahasa inggris yang kita pelajari di sekolah?

Interviewee: bagus ji kak

Interviewer: maksudku, materinya bagaimana? Apa saja yang kita pelajari?

Interviewee:ohhhh... jawab soal latihan yang ada di buku cetak

Interviewer: gurunya tidak menjelaskan?

Interviewee: menjelaskan ji kak sedikit sudah itu kita mi na suruh kerjakan

Interviewer: kalo materi tentang tenses pernah di ajarkan atau di jelaskan sama guru ta?

Interviewee: hmmmmmm

Interviewer: misalnya kayak simple present, past sama future tense

Interviewee: ohhh.... Iye pernah kak tapi tidak semuanya

Interviewer: materi yang di jelaskan guru ta itu kita pahami ji?

Interviewee: kurang paham sih, karena tidak di jelaskan lebih jauh..

Interviewer: trus bagaimana mi carata supaya lebih paham lagi sama materi grammar?

Interviewee: apa di?... hmmm ku baca baca mami ulang yang di buku cetak, atau ku suruh temanku jelaskan ka.

Interviewer: selain di kelas, belajar bahasa inggrisnya dimana?

Interviewee : di sekolah saja,

Interviewer : di rumah, bagaimana?

Interviewee : klo di rumah jarang kak heehheheh

Interviewer: atau ikut ki les Bahasa Inggris

Interviewee: Klo les pernah dulu.

Interviewer: Kapan itu de?

Interviewee : waktu kelas 1 kak

Interviewer: dimana les dek?

Interviewee: di briton

Interviewer :berapa lama?

Interviewee: 6 bulan

Interviewer: selama 6 bulan apa yang sudah di pelajari de?

Interviewee: apa di....

Interviewer: coba diingat-ingat dulu kan lesnya waktu masih kelas satu, pasti ada diingat...

Interviewee: hmmm..percakapan, kosa kata sama ada yang pake pake rumus, listening juga, speaking juga...

Interviewer: itu yang pake rumus rumus apa itu? Tenses?

Interviewee:nahhh iye itumi...

Interviewer :kalau buku ada? Tentang grammar?

Interviewee: ada

Interviewer: selain buku cetak yang di sekolah nah

Interviewee: iye yang buku buku kecil itu kak yang bnyak rumus rumus bahasa inggrisnya, pernah ku beli

Interviewer: yang pocket?

Interviewee: iye itu

Interviewer: itu di pake untuk belajar?

Interviewee: iye kak..

Interviewer: selain dari buku, klo lewat hp , internet iya bagaimana?

Interviewee: klo di hape, kamus ji biasa ku buka

Interviewer: khusus grammar bagaimana?

Interviewee: tidak kak, kamus ji

Project : Factors Influence Students in Learning English Grammar

Date : 8 April 2018

Time of Interview : 09: 00

Place : XI MIA 5 Classroom

Interviewer : Ummul Hasanah

Interviewee : Kia

Interviewer: Kia suka Bahasa Inggris?

Interviewee: tidak terlalu

Interviewer: Kenapa dek?

Interviewee: Menurut ku nah kak, susah ki, apa di!

Interviewer: Apanya yang susah dek?

Interviewer: Banyak kak! Kayak misalnya kosa katanya, structurenya sama speaking begitu.

Interviewer: di sekolah 1 kali ji seminggu belajar Bahasa Inggris di?

Interviewee: iya satu kali ji

Interviewer: klo di tempat lain

Interviewee: di kelas ji kak

Interviewer: bagaimana pelajaran bahasa inggris yang kita pelajari di kelas? Apa saja yang kita pelajari?

Interviewee: ohhhh... bahasa inggris kak.. tugas yang di buku cetak

Interviewer: kalau yang guru jelaskan di papan tulis?

Interviewee: apa di'

Interviewer: apa yang sering di bahas?

Interviewee: paling langsung suruh kerja soal di buku cetak.

Interviewer: trus kalau tentang grammar?

Interviewee: yang mana itu kak?

Interviewer: tenses dan lain lain... aturan aturan yang di gunakan membuat kalimat

Interviewee: khusus itu juga sekali sekali ji. Guruku lebih sering memberikan teks bacaan baru di suruh menjawab soal berdasarkan wacana dari teks tersebut.

Interviewer: waktu kemarin menulis apa yang susah? Apa yang susah saat mau merangkai kata-kata dari bahasa Indonesia ke bahasa inggris? Susah tidak?

Interviewee: susah

Interviewer: apanya yang susah? Apakah kosakatanya yang kurang atau memang pemahaman, penguasaan tenses masih kurang?

Interviewee: kosakatanya, sama itu tadi penguasaan tenses

Interviewer: kalau susah, kya pelajari lagi tidak atau bagaimana? Atau dibiarkan begitu saja? Atau beli buku untuk belajar itu?

Interviewee: biasa minta diajar di kakak ku

Interviewer: kalau belajar lewat hp?

Interviewee: tidak

A: kalau beli buku?

Interviewee: tidak

Interviewer: kalau lewat majalah? Atau lewat buku-buku bacaan, kya pinjam? Atau belajar kelompok dengan temannya, untuk belajar grammar structure?

Interviewee: tidak

Interviewer: kemarin kya buat ini pakai apa? Google translate? Atau apa?

Interviewee: google translate

Interviewer: cari per kata atau per kalimat?

Interviewee: per kalimat

Interviewer: hampir semua atau beberapaji?

Interviewee: semua

Project : Factors Influence Students in Learning English Grammar

Date : 8 April 2018

Time of Interview : 08: 00

Place : XI MIA 5 Classroom

Interviewer : Ummul Hasanah

Interviewee : Sarah

Interviewer: ica suka pelajaran Bahasa Inggris?

Interviewee: iye, tidak terlalu

Interviewer: di sekolah 1 kali ji seminggu belajar Bahasa Inggris di?

Interviewee: iye satu kali

Interviewer: klo di tempat lain

Interviewee: di kelas ji kak

Interviewer: kemarin waktu menulis tentang kemacetan di Makassar, apa yang susah menurut sarah waktu mau menulis itu?

Interviewee: maksudnya?

Interviewer: maksudnya begini, ada yang mau saya tulis tapi saya tidak tau

Interviewee: banyak

Interviewer: apa itu? kemarin ica pake kamus atau google translate?

Interviewee: pake

Interviewer: per kata atau per kalimat?

Interviewee: per kalimat

Interviewer: berarti aca susah merangkai kata menjadi kalimat. Kenapa susah ica? Apakah aca belum pernah pelajari tenses atau sudah pernah pelajari tapi mungkin aca lupa?

Interviewee: iye tapi begitumi kurang pahamka

Interviewer: kurang paham, sudah pernah dijelaskan tapi mungkin cara gurunya menjelaskan membuat ica kurang paham

Interviewee: iya

Interviewer: Bagaimana penjelasan gurunya tentang tenses? Paham jika atau masih kurang?

Interviewee: nda terlalu paham

Interviewee: Kenapa tidak terlalupaham?

Interviewee: cara menjelaskannya tidak bagus, cepat dan kurang di jelaskan. Nda terlalupaham

Interviewer: aca beli buku tidak untuk belajar khusus grammar?

Interviewee: iya buku cetak

Interviewer: selain buku cetak?

Interviewee: ada tapi buku SMP

Interviewer: trus usahanya ica untuk belajar bahasa inggris selain di sekolah? Ada tidak selain di sekolah?

Interviewee: ada kalau mau les

Interviewer: sudah les?

Interviewee: sudah tapi keluar lagi

Interviewer: kenapa keluar?

Interviewee: bosan

Interviewer: kalau belajar kelompok bahasa inggris pada saat belajar tenses ada tidak?

Interviewee: iya ada

Interviewer: sering?

Interviewee: tidak

Interviewer: khusus structure nda ada?

Interviewee: nda ada

Interviewer: kan kemarin ica tulis ini “solusi for traffic jam in Makassar” ini ica mungkin nda tau apa arti bahasa inggrisnya, harusnya disitu solution ya tapi ica tulis solusi saja artinya ica pahamnya solusi itu solusi dan belum tau apa bahasa inggrisnya solusi

Interviewee: iya

Appendix 4. Distribution of Kinds of error

No	Respondent	Types of Errors			
		Omission	Addition	Misinformation	Misordering
1	Michelle Wilda P	<ul style="list-style-type: none"> I need long time to reach there (Article) also makes the riders who want to get home... (Subject) The class in full day school start from 7am until 4pm. (Singular Form) 	Children that has not been given the right vehicle (conjunction)	<ul style="list-style-type: none"> It caused to traffic jam (preposition) The roads are so narrow enough for vehicles that they have for run slowly (preposition, conjunction) more riders are also increasing in this city (word choice) I order the police to give a punishment to the driver that doesn't obey the rules. (word choice) 	<ul style="list-style-type: none"> People most in this city use cars and motorcycles (quantifier) Student most did not like it (quantifier)
2	MuhFajriMaulana H	I disagree, highway congestion is becoming problem (Article)	It caused by the lifestyle of the people who is use private vehicle. (To Be)	<ul style="list-style-type: none"> be one of the factors of congestion (word choice) Taking the example of the developed country like Japan public transport (preposition) I disagree, highway jam is becoming a problem.... (noun phrase) 	
3	Irnawati	<ul style="list-style-type: none"> made us so uncomfortable learning. (Subject) The reason why don't like to jam in Makassar (Subject) It make sometimes our 		I got traffic jam everyday (Verb tense)	<ul style="list-style-type: none"> It make sometimes our agreement with someone or our friend

		<p>agreement with someone (Subject)</p> <ul style="list-style-type: none"> it's very tiring <i>us</i> students. (preposition) We also <i>need rest, nap</i> (article) We have to do it and reduce the rest time of the day. (Subject) Also <i>Sometimes</i> make our agreement with someone or our friend canceled. (Subject) 			<p>canceled (misordering verb and adverb)</p> <ul style="list-style-type: none"> we <i>all day</i> study (misordering verb and adverb)
4	Nr ZakiyahAzizahRahma	Makes people lazy to travel anywhere (Subject)	I do not like <i>to</i> traffic jam (preposition)	<ul style="list-style-type: none"> I do not like to jam, it is because it <i>making</i> people late for work (Verb tense) It <i>making</i> people lazy to travel everywhere (Verb tense) Traffic jam also <i>making</i> people so <i>warm</i>. (Verb tense and word choice) many schools do not <i>offering</i> bus services to student (Verb tense) 	
	NurAisyahRamadhani	<ul style="list-style-type: none"> I do not like traffic jams because is very boring , waiting long and making me late (Subject) Wait soo long and make me late . (Subject) 			

		<ul style="list-style-type: none"> Expanding the road, adding to traffic lanes as long as possible (Subject) 			
6	Muh Reza Fahrezi	<ul style="list-style-type: none"> The core solution of all the traffic jam problems patient (To Be) there some people agree or disagree with full day school (to be) 	<ul style="list-style-type: none"> I do not likes traffic jams because traffic jams spend a lot of time (suffix-s/-es) I think that there are most many problems I got from traffic jam. (pronoun) 	<ul style="list-style-type: none"> I think the most many problem I got from traffic jam are when I am late (To Be) The core solution of all the jammed problems is patient (To Be) the work that you want to do wastes a lot of time (Verb Tense) 	
7	Ahmad Ali Irsyam	I talk about traffic that jam which makes face look.... (possessive pronoun)	Traffic that jam is a condition on road networks (conjunction)	<ul style="list-style-type: none"> Traffic jam occurring when the volume of a traffic that generates demand for spaces is greater than road capacity (Verb tense) I talking about traffic makes face look....(Verb tense) 	
8	M Reyhan Al Akbari JM	<ul style="list-style-type: none"> It occurs usually only at home from work and going to work. (Subject) Honestly, really do not like to jam because of the heat(Subject) 		<ul style="list-style-type: none"> The solution of all the traffic jam problems is patient. (To Be) all people is selfish then they keep stuck. (To Be) 	<ul style="list-style-type: none"> we become usually late (misordering verb and adverb) It occurs usually only at home from work and going to

					work(misordering verb and adverb)
9	Indah DewiPuspita	<ul style="list-style-type: none"> I do not like. disturb my trip(Subject) 		<ul style="list-style-type: none"> it things I does not like and disturb my trip (verb tense) The government's solution are expand the road especially now the vehicle has increased since the grab (To Be) the government are also make more fly over, and pay attention to the traffic flow. (To be) It can be cause by a traffic jam(Passive Voice) 	
10	AnnisaDwiRosanti	<ul style="list-style-type: none"> It is not surprised if there are many problem in this city (suffix -s /-es in plural noun) many problem that can't be avoided is traffic jam. (suffix -s /-es in plural noun) 		<ul style="list-style-type: none"> Makassar also the capital of south Sulawesi Province that locate in the middle of the country in Indonesia (Verb Tense) Traffic jam that occurred in Makassar is not bad as happened in Jakarta. (Verb Tense) One of the traffic jams that always happen is on Ahmad Yani street. (Verb Tense and To be) other than on this road there also town hall and 	

				<p>some schools (word choice)</p> <ul style="list-style-type: none"> • <i>The policy undertaken</i> to reduce the intensity of traffic jam on this road by enacting a one-way lane. (word choice) • The second point <i>that often traffic jam is on Dr. Sam Ratulangi street</i> (Verb Tense, word choice) • on this street there are also several shopping centers and inns that always <i>crowded to</i> visitors (verb tense, preposition) 	
11	Rezza Raihan	the road is made one way, the vehicle can run more neatly (preposition)	therefore many people <i>who</i> choose to use private vehicles. (pronoun)	<ul style="list-style-type: none"> • According to <i>my reasons</i>, the road capacity is smaller than the number of vehicle (word choice) • it is increasing sharply while the existing roads are not able to <i>accommodating</i> all vehicles in using certain road areas. (verb tense) • According to <i>my solution</i>, the provision of decent public transport is done to a track road users <i>to</i> switch from private vehicles to public transportation (word choice, preposition) 	

12	MuhRhevanza	<ul style="list-style-type: none"> • Makassar traffic is big problem for the government.(article) • One of the reason is <i>the number vehicle</i> in Makassar (preposition) • Too <i>many bus, car, motorcycle</i>, and other types of public transport on the streets. (suffix –s /-es in plural noun) • Make public transportation convenient, safe plentiful, easy to reach, etc. (subject) • they <i>make</i> better planning in it (suffix –s /-es in plural noun and article) 	<ul style="list-style-type: none"> • Every morning Makassar <i>always</i> and always enjoyed by the name of jam (Noun) • It is difficulty for people in Makassar who <i>is</i> always travel frequently (to be) • And I suggest <i>to</i> the government if you <i>wants</i> to build infrastructure such as fly overs... (suffix –s/es) 	<ul style="list-style-type: none"> • It is <i>difficulty</i> for people in Makassar who always traveling (verb tense) • the government <i>is</i> not respected about the problem (To Be) • they make better planning <i>in it</i> (preposition) 	
13	Irhamzah RB	<ul style="list-style-type: none"> • <i>My opinion</i>, traffic jam in Makassar is annoying to me (preposition) • Whenever, went to school and stuck in the traffic jam it frustrate me so much. (subject and suffix –s /-es in plural noun) 		<ul style="list-style-type: none"> • I think the problem I got from traffic jam <i>are</i> when I came late (to be) • at least they try to think that when they <i>created</i> some traffic jam, there are so many pollutions come out. (verb tense) • the police <i>will be duty</i> to stop it (passive voice) • we <i>should to made</i> the traffic works well (verb tense) • Then making the traffic 	

				<p>more appropriate and comfortable (word choice)</p> <ul style="list-style-type: none"> I often went through the traffic in able to go school (word choice) 	
14	YudhaAswara			<p>we want to go to school until we can be late. (conjunction)</p>	
15	AnanadaNurFebriyanti TF	<ul style="list-style-type: none"> Traffic jam can hurt a lot people because spent time on the street. (preposition) decided not to go my activities. (subject) 		<ul style="list-style-type: none"> I don't like traffic jam, because it made my time do not enough to do something (verb tense) I also usually came late to school because stuck in traffic jam in the morning (verb tense) the traffic jam made me get punishment (verb tense) I also got a call in the counseling room and my parents on the phone (preposition) I feel jammed harming me 	
16	Fadilah K Hamid	I am not happy the congestion that occurred in Makassar (preposition)		<ul style="list-style-type: none"> all activities that will be do on that day will be hampere (verb tense) I am not happy the congestion that occurred in Makassar (word choice) my time wasted due to congestion (word choice) 	

				<ul style="list-style-type: none"> energy will be deplete due to the impact of congestion. (verb tense, passive voice, word choice) Because if there is a congestion, many people who wanted to went to the office would be late (verb tense) It will reduce the impact of traffic jams such as .. (word choice) I am not happy the congestion that occurred in Makassar(verb tense) 	
17	Mas Satryo	<ul style="list-style-type: none"> Traffic jam in Makassar not only in morning but last night (verb) I think that it not the students achievement (verb) 	I do not like traffic jam because it makes me often late of to school (preposition)	<ul style="list-style-type: none"> I do not like congestion because it made me often late to school (verb tense) traffic jam is huge at Saturday night because most people travels to enjoy the holiday with friend or family. (word choice, preposition, verb tense) I think traffic jam is not only happened in my city but throughout the city in Indonesia. (verb tense, word choice) traffic jam cannot be 	<ul style="list-style-type: none"> I do not like traffic jam because it makes me often late to school (misordering verb and adverb) It makes me sometimes angry(misordering verb and adverb)

				<p><i>blames</i> (verb tense)</p> <ul style="list-style-type: none"> • traffic jam also <i>occur</i> by citizens such as illegal parking, accidents and violating traffic regulations (word choice, passive voice) • I really <i>did</i> not like if there is a traffic jam because it is very annoying for me. (To Do) • My solution to reduce traffic jam <i>is the creation of flyover at</i> several place and for residents not violating the traffic or illegal parking (verb tense, word choice, preposition) 	
18	RidhoAnugrah	Traffic congestion always make me bad mood (Singular form)	<i>traffic congestion</i> is a very disturbing activity in the morning (noun)	<ul style="list-style-type: none"> • <i>traffic congestion</i> is a very disturbing activity in the morning. (Noun Phrase) • Because <i>traffic congestion are causing</i> by accidents, negligence, selfish, and damage roads. (noun phrase, verb tense) 	
19	AnniMufidah	<ul style="list-style-type: none"> • can delay children to school then children are left the material (subject) 		<ul style="list-style-type: none"> • can <i>delay</i> children to school then children are <i>left</i> the material (verb tense) • Traffic Jam <i>occured</i> mostly in big cities such as 	

				<p>Makassar (verb tense)</p> <ul style="list-style-type: none"> • My solution <i>the government should providing</i> facilities such as school transportation in Makassar (verb tense) 	
20	Muh Surya Rezaldi	<p>Provide a new pete-pete network, pasikola, especially to students</p> <p><i>Makassar</i> (preposition)</p>		<ul style="list-style-type: none"> • Provide a new pete-pete network, pasikola, especially <i>to</i> students <i>across</i> Makkassar (preposition) • The design also proposes to build <i>pete-pete stops</i> to prevent drivers <i>stopping</i> in the middle of roads <i>in search of passenger</i>.(word choice, preposition,verb tense) • The solution is to provide smartphone applications that <i>providing</i> a real time traffic information about BRT and pete-pete schedules, bus stop locations, and estimated arrival time. (verb tense) • This <i>will be do</i> through the <i>applications</i> and monitoring of GPS tracking systems on vehicles. (passive voice, word choice) 	

21	MuhRizaldiAnugrah	<ul style="list-style-type: none"> Roadside serve emergency parking area. (singular form and article) occur in front of shopping center (subject) 		<ul style="list-style-type: none"> There is also <i>the act of truck drivers</i> and <i>car shop</i> that <i>pulled over the street shoulder made</i> the streets <i>become narrow</i> that hampered the speed of the vehicle (noun phrase, verb tense) the city of government <i>should limited</i> the number of <i>public transit</i> (verb tense, noun phrase) And it is already <i>know</i> that the <i>city of government</i> in this case the department of transportation Makassar has manipulated data related to the number of <i>public transport</i> (verb tense, noun phrase, word choice) 	
22	Sarah ZhahirahDhiyaulhaq	do not use private vehicles to reduce traffic jam. (subject)	<ul style="list-style-type: none"> the roads is too <i>very</i> crowded in Makassar (adverb) Riders <i>that</i> are less disciplined to the traffic signs (Conjunction) 	<ul style="list-style-type: none"> I do not agree with traffic jam that <i>occurred</i> in Makassar (verb tense) There <i>is</i> an <i>incident took</i> place in front of the shopping center (Mall Mtos and Makassar central market) (To be,verb tense, word choice) Riders who are less <i>disciplined</i> to traffic signs (verb tense) 	Solution to overcome traffic jam <i>the surrounding community</i> should used public transport (misodering head noun)

				<ul style="list-style-type: none"> • <i>This shows</i> that people <i>saw</i> the traffic signs only to waste a lot of time on the road (verb tense) • It <i>cause</i> us to be late for work, schools and places to visit.(word choice) • Solution to overcome traffic jam the surrounding community <i>should used public transport</i> (verb tense,noun phrase) 	
23	MuhDerylAslam	<ul style="list-style-type: none"> • It is because people who come Makassar mostly wear private vehicles that they rent.(Preposition) • Makassar is big city with large population in Indonesian (Article) • Makassar is the economic center in South Sulawesi. (Article) 		<ul style="list-style-type: none"> • Makassar <i>is the largest and the fifth most populous</i> city in Indonesian. (noun phrase) • <i>So that's what making</i> a lot of people come to Makassar.(word choice, verb tense) • <i>Resident of Makassar city</i> should reduce to use private vehicles and use <i>public transport</i> provided by the government.(noun phrase) 	
24	Ahmad Surya Duha	<ul style="list-style-type: none"> • <i>the number</i> motor vehicles is bigger than before. (Preposition) • I hope public transport is use again to avoid traffic jam everywhere (subordinating conjunction) 		<ul style="list-style-type: none"> • Traffic jam is a complex problem that usually <i>occur</i> in the big cities like Makassar. (verb tense) • Even from time to time, day after day, second into 	

		<ul style="list-style-type: none"> • <i>there some people</i> agree or disagree with full day school (to be) 		<p>second it <i>becomed</i> bad than before. (verb tense)</p> <ul style="list-style-type: none"> • Because <i>the motor vehicle engine still turned on in the rest position</i> will <i>release the toxic gases</i> from <i>condition of non perfect combustion</i>. (noun phrase, verb tense) • I hope public transport is <i>use</i> again to avoid traffic jam everywhere (passive voice) 	
25	MUh Aswin	<ul style="list-style-type: none"> • we need <i>long time</i> to reach there, it is caused by a traffic jam. (article) • Makassar is <i>city of education</i>. (article) • <i>A lot</i> people from other city study here and use their own motorcycles (preposition) • I think there is <i>chance</i> to make Makassar more pleasant. (article) 	First, most of the <i>roads</i> is very small for vehicles	<ul style="list-style-type: none"> • First, most of the roads <i>is</i> very small for vehicles (To Be) • so <i>it becomes crowd and noise</i> (Adjective) • It <i>can add</i> the number of motorcycle in Makassar (word choice) • From the reason above, the government should add the traffic sign <i>for</i> some places. (preposition) • And I <i>order</i> the police to give some punishments (word choice) 	
26	A Muh Rayhan Yusuf			The government should socialize how <i>about using public transport</i> rather than private vehicles (preposition,	

				verb tense, noun phrase)	
27	MuhAnangHerma nsyah A	<ul style="list-style-type: none"> The traffic jam in Makassar is very disturbing to the public, especially those who lives near big roads that are almost daily jammed (preposition) also makes the riders who want to get home quickly become obstructed, (subject) 		<ul style="list-style-type: none"> should the city of Makassar widen the streets that often occur congestion (word choice, conjunction) the consequences of congestion in Makassar is that motorist do not obey the rules on the road. (word choice) 	<ul style="list-style-type: none"> it makes the streets increasingly become stuck (misording verb and adverb) and the problem is usually the riders are touched each other (misording verb and adverb)
28	MuhAhrianAlifSy ahputra	<ul style="list-style-type: none"> I think the traffic jam Makassar is quite disturbing daily activities (preposition and possessive adjective) in certain places there is always traffic jam Makassar (preposition) Sometimes I not like traffic jam in Makassar because sometimes I always late to school (to be) 			
29	IlaNurulFalah	<ul style="list-style-type: none"> for example when someone go office with a lot of things to think and she get a traffic 	but this solution is not to compatible for people (preposition)	<ul style="list-style-type: none"> This is a serious problem in a city as big as Makassar (noun phrase) 	<ul style="list-style-type: none"> As a road active user (misordering

		<p>jam on her way it can be increase the stress level of her. (preposition)</p> <ul style="list-style-type: none"> go home after work on the afternoon with tired body and get traffic jam on her way, can be increase her tiredness. (subject) 		<ul style="list-style-type: none"> This can be a cause which increase the stress level of people (word choice, conjunction) for example when someone go to office with a lot of things to think and she get a traffic jam on her way it can be increase the stress level of her (word choice) go home after work on the afternoon with tired body and get traffic jam on her way, it can be increase her tiredness. (preposition, passive voice) One of the solution of this is the using a public transportation such as bus and pete-pete (word choice) people in Makassar is not really liked to walk. 9 (to be, verb tense) 	head noun)
30	QinintaNurullah	<ul style="list-style-type: none"> Traffic jam can hurt a lot people because spent time on the street. (preposition) decided not go to my activities. (subject) I hope public transports is use again to avoid traffic jam everywhere (conjunction) 		I hope public transports is use again to avoid traffic jam everywhere (noun phrase, To Be)	

No	Respondent	Types of Errors			
		Omission	Addition	Misinformation	Misordering
1	Michelle Wilda P	<ul style="list-style-type: none"> There are some reasons why I don't agree full-day school (preposition) Fullday school make the student lazy (singular form) They think study afternoon make sleepy (subordinate conjunction and preposition) 		<ul style="list-style-type: none"> By 2017 some schools have implemented full day school include my school (preposition) Our time with the family was limit (verb tense) It resulted in the students lazy to learn (word choice, preposition) Fullday school is not good for the health the body (noun phrase) 	
2	MuhFajriMaulana H	so can't get a lesson or insight from somewhere. (subject)		<ul style="list-style-type: none"> it was the goal to make Indonesia children more smart or more insightful (noun phrase, word choice) there's no time out the school (word choice) 	
3	Irnowati	My solution that should be abolished this program (subject)	it is very very tiring us as a student		
4	NurZakiyahAzizahRahman	The reason why I do not like full day school because lack the students break (subject)		<ul style="list-style-type: none"> The reason whyI do not like full day school because it lack the students breaks (word choice) 	

				<ul style="list-style-type: none"> The presence of our exschool can improve our talent and learn longer can add more science.(word choice) 	
5	NurAisyahRamadhani	<ul style="list-style-type: none"> There are many positif and negative effect of full day school(plural noun) they get many lesson from their teacher. (plural noun) They can develop lesson at school (Possesive Pronoun) the teacher has variation lesson for students. (preposition) Not only positive effects full day school has many negative effect.(plural noun) they do activities at home. (possessive pronoun) 		<ul style="list-style-type: none"> But, I feel confused to this topic.(preposition) Variation can made students being funny in the class while they are studying.(verb tense) Students get many times to study at school, (preposition) 	<ul style="list-style-type: none"> Teachers give home work usually weekend. (misordering verb and adverb) their activities do always at school (misordering verb and adverb)
6	Muh Reza Fahrezi	<ul style="list-style-type: none"> have not had time to remove their school uniform. (subject) 		<ul style="list-style-type: none"> many students are annoyed by this system by the governments. (preposition) they came home from school in tired (preposition) The education office should think about this 	

				program again(noun phrase)	
7	Ahmad Ali Irsyam	<ul style="list-style-type: none"> • There no time outside school (To Be) • come home from school very tired (subject) • So can took or learn insight from other places so. (subject) • Make the class room atmosphere comfortable while studying to decrease students streaks level also reduces the task (conjunction) 		<ul style="list-style-type: none"> • must I come to home from school so tired (word choice) • So can took or learn insight from other places so. (word choice) 	<ul style="list-style-type: none"> • we do not have time to much with parents (misordering quantifier) • so with the task that many and difficult to understand. (misordering quantifier)
8	M reyhan Al Akbari	<ul style="list-style-type: none"> • I do not liked this program because students very tired from school.(To Be) • I like it because school is only five day (plural noun) 		<ul style="list-style-type: none"> • I do not liked this program because students very tired from school. (verb tense) • Besides that there is also a house duty to be done.(word choice) • We has very tired if there is some additional task and work (to be, work choice) • I am just human and not the robot (article) • Many students are late for praying ashar at 3.45, when praying in time is the most noble and sunnah.(preposition, 	

				conjunction) • Many students come back to home from school immediately fall asleep and wake up to work tasks and sleep again. (word choice)	
9	Indah DewiPuspita	• our brain also need enough rest (Plural Form)		• Full day school is very hard to myself (preposition) • how we want to take rest enough if my brain also need to rest in order to work again tomorrow (noun phrase, possessive adjective) • it is hard for us to do full day school program especially in added PR (verb tense) • our brains also need enough rest (pronoun) • for me the government should remove this full day school because students heavy to do it.(word choice)	
10	AnnisaDwiRosanty	• But me, I feel confuse about this topic (preposition) • There are some positive effect (Plural noun)		• Teacher teach to student how to socialization at home.(verb tense) • Socialization with family is very important to	

		<ul style="list-style-type: none"> • They can develop lesson at school (possessive pronoun) • Not only positive effect, full day school has many negative effect (plural noun) • So the positive effect of full day school, can make student clever and get many times to study at school (subject) • Then the negative effect, can make student feel tired (subject) 		develop <i>student's emotion</i> (word choice, noun phrase) <ul style="list-style-type: none"> • they don't have many time <i>to</i> wasting time at home. (preposition) 	
11	RezzaRaihan	<ul style="list-style-type: none"> • <i>there some people</i> agree or disagree with full day school (to be) • There are <i>many positive and negative effect</i> of full day school (suffix s-es) • they get <i>many lesson</i> from their teacher(suffix s-es) 			
12	MuhRhevanza	<ul style="list-style-type: none"> • Many pros and cons, it is because children in Indonesia do not have many time playing in the environment (preposition) • It <i>make</i> students do not have a time to interact with their families because they 	<ul style="list-style-type: none"> • this is a new school <i>programs</i> that will be held in elementary, junior high and high school (suffix -s/-es) 	It will <i>made</i> students did not have more time to interact with their families because they are tired to do so (verb tense)	

		<p>are tired (suffix –s/-es in singular form)</p> <ul style="list-style-type: none"> The Second, students will not have more time to play with neighbors (possessive pronoun) 			
13	Irhamzah RB	<ul style="list-style-type: none"> Then can't be fulfilled by him such a shame. (subject) we can't learn 3 exercise at the same day. 	it is may too heavy for us students (to be and objective pronoun)	<ul style="list-style-type: none"> I don't really like it, many students is annoyed by this system by the government. (to be) we always thought about going home rather than suffer in here (verb tense) My solution to this is we need to cancel this system because it is may too heavy for us (preposition, word choice) 	
14	YudhaAswara	<ul style="list-style-type: none"> do no need to be given PR. (Subject) My opinion, day school is not to provide additional work and tasks at home because we are tired in learning (preposition) I think schooling time is enough (conjunction) I think students so need day for do all homework and for take a rest(conjunction) 		<ul style="list-style-type: none"> I do not agree on the pretence of a full day school (preposition, word choice) I think time schooling is enough (noun phrase, to be) I think students need several day for do all homework and for take a rest.(preposition) We live not just for school,we need 	

				<i>refreshing, channelize</i> or <i>hobbies</i> and we need time for <i>convened</i> with our family. (word choice)	
15	AnandaNurFebrianti TF	<ul style="list-style-type: none"> • I can also spend more time with friends (possessive pronoun) • if I go home too soon it will make me so lonely at home and there not activity that I want to do. (to be) • Teachers should also not assign some tasks to children in school because, the brain also take time to rest and think (suffix –s/-es in singular form) 		<ul style="list-style-type: none"> • if I go home too fast it will make me so lonely at home and there is no activity that I want to do. (word choice) • I feel my empty time filed with good things like spend my times in school by studying. (word choice, verb tense, preposition) • I can learn in school, there are crowds, tell jokes with my friends, and I fell it make me feel not lonely. (word choice) • I just spend my time playing handphone, playing laptop, and looking TV at home (word choice) • I think it is an activity that not useful compared to at school I study. (word choice) • if no charger handphone will not work again when it is dead (noun phrase, word choice) 	

				<ul style="list-style-type: none"> • it makes the children went home early. (verb tense) • Teachers also should not assign some tasks to children on school because, the brain also need for take a time for rest and for think (word choice, preposition) • if I go home faster it will make me feel alone at home and there is nothing activity that I can do (word choice) 	
16	Fadilah K Hamid	the school should completed the some facility for students in school. (plural noun)	<p>I like full day school because of the homework will be reduced (preposition)</p> <p>the school should completed the facility for students in school (suffix -ed)</p>	<ul style="list-style-type: none"> • Because full day school can reduce the homework and time is also not exhausted with useless (word choice) • the school should completed the facility that makes students more comfortable in school. (verb tense, word choice) • One of them like allowing students bring hand phone charger, because every student needs hand phone in addition to the parents (word choice, noun phrase) • students can do the task 	

				<p>with <i>the help of handphone</i> but if the <i>handphone lowbat</i> students will not be able to tell <i>his</i> parents. (word choice, noun phrase, possessive adjective)</p> <ul style="list-style-type: none"> the students will be <i>whelmed</i> if <i>getting</i> tasks related to the internet. (word choice, verb tense) 	
17	Mas Satryo K	<ul style="list-style-type: none"> Now most of big cities in the Indonesian have apply <i>new program</i> namely five days school. (article) Five days school is <i>affective time</i> for study from Monday until Friday started 7 am until 4 pm with many homework examination and other. (article) 		<ul style="list-style-type: none"> The new program <i>very helping</i> for students <i>for</i> divide their time. (adjective, preposition) I think students need several day <i>for</i> do all homework and <i>for</i> take a rest.(preposition) They need <i>to refreshing</i> their mind so they <i>can started</i> the week with spirit and <i>health body</i> and on the Sunday they can do all their homework. (verb tense, adjective) My opinion <i>for</i> full day school it <i>is not provide additional work</i> and tasks at home because we <i>are</i> tired to learn <i>in</i> school. (verb tense, word choice, 	

				to be, preposition)	
18	RidhoAnugrah	<ul style="list-style-type: none"> • <i>it</i> very bad for student. (To Be) • Should not give homework because it is full of school study.(Subject) 		Because there are some <i>causings</i> that make student too tired and lazy to learn. (word choice)	
19	AnniMufidah	It is better if the government return the school schedules like before so we have time for families and we so tired (To Be)		<ul style="list-style-type: none"> • I as a student <i>reject</i> with the full day school because we <i>felt</i> soo tired (word choice, verb tense) • do not cause <i>depress</i> learners. (word choice) • Lack of time <i>to gather</i> with family because there are <i>many tasks that are given then it make us tired</i> (word choice) • It is better for the government <i>to return school schedules</i> (word choice, noun phrase) 	<ul style="list-style-type: none"> • Student need <i>time rest...</i> (Misordering head noun) • Our <i>time play</i> decrease... (Misordering head noun)
20	Muh Surya Rezaldi H	<ul style="list-style-type: none"> • I do not like full day school because it <i>make</i> us really tired during the day at school. (suffix –s/-es in singular form) • the full day school also inhibit the activities students outside the school such as reciting and helping parents 			

		(preposition) • Do not give homework (subject)			
21	Muh. RizaldiAnugraha	<ul style="list-style-type: none"> I do not like full day school because it make us really tired during the day at school.(suffix -s/es in singular form) The government should not give homework the student (preposition) 		the full day school also <i>inhibit</i> the activities of students outside school such as <i>reciting</i> and helping parents. (word choice)	
22	Sarah ZhahirahDhiyaulhaq	it will low the spirit of the child to learn because he is difficult to capture the lesson given to him (Subordinate Conjunction)	<ul style="list-style-type: none"> full day school can <i>makes</i> children stress because <i>of</i> there are many lessons give in a day (suffix –s/-es nd preposition) the child <i>would wants</i> to have free time with parents because of the full day school program this make the time consumed for their parents (suffix –s/-es) 	<ul style="list-style-type: none"> it will <i>low</i> the spirit of the child to learn because <i>he</i> is difficult to capture the lesson given to <i>him</i> (word choice, possessive adjective) Students <i>is</i> difficult to <i>capture</i> the lesson given to <i>him</i> (to be, word choice, possessive adjective) Students <i>is</i> given homework by the teacher then there is no space time for the family.(to be) 	
23	Muh Deryl Aslam	Students did not get together with the family because their weekend was used to do the	I think the solution <i>is</i> to reduce the homework is give the	full day school makes the students feel <i>increasingly depressed</i> (word choice)	

		homework that have been given by teachers at school (preposition)	students time to gather with family and socialize with the environment around the neighborhood and so students do not feel depressed (To be and Conjunction)	<ul style="list-style-type: none"> Students did not get together with the family because the weekend was used to do the homework that have been given by the teachers at school (word choice, to be) 	
24	Ahmad Surya Duha	study from Sunday until Friday started 7 am until 4 pm with many homework (subject)	I think that the students so need a day for all homework (conjunction)	<ul style="list-style-type: none"> Now most of big cities in the Indonesian having apply new programs name five days school (verb tense) 	
25.	MuhAswin	<ul style="list-style-type: none"> makes student dizzy and tired to learn (subject) The main reason why I hate this system because can not enjoy my time with my friends (subject) 		<ul style="list-style-type: none"> Students are hard to spend time with their families due full day school. (word choice) please get rid of the homework because it makes me got headache in school (word choice, preposition) 	
26	A MuhRayhan Yusuf	Full day school makes the students lose time. (possessive pronoun)		<ul style="list-style-type: none"> I think full day school makes a lot of students are lazy to went to school (verb tense) The solution is changing the rules of the school schedule that we only learning 4 days and 2 day of self development (verb 	

				tense, preposition)	
27	MuhAnangHermansyah A			<ul style="list-style-type: none"> • I really do not approve the full day school (word choice) • we are just usual people not robots who get up early in the morning (word choice) • it is very tiring of students.(preposition) • The education office should think about this program again because it is troublesome for students and parents. (noun phrase, word choice) 	
28	MuhAhrianAlifSyahput ra	I hope the homework is removed because we were too tired to learn (subordinate conjunction)		<ul style="list-style-type: none"> • it will low the spirit of the child to learn because they difficult to get the lesson given to him (word choice) • My opinion about full day school, it is a great way to improve your study time and not waste time on unimportant things(word choice) • There is likes and dislikes me to full day school (word choice) 	

				<ul style="list-style-type: none"> • I like full day school because it makes my time <i>not wasted</i> by studying morning to afternoon (verb tense) • <i>not my pleasure</i> to full day school because we <i>are too tired full days at school.</i> (word choice) • I hope that homework is removed because we are too tired to learn <i>of</i> full day (preposition) 	
29	IlaNurulFalah	<ul style="list-style-type: none"> • The class in full day school <i>start</i> from 7am until around 4pm.(suffix –s/-es in singular form) • It is same with the work hours the student parents. (preposition) • Besides, people think the student will feel very tired (subordinate conjunction) 	For me, I agree <i>to</i> with full day school (preposition)	<ul style="list-style-type: none"> • This topic <i>becomed</i> a trending topic (verb tense) • some people agree and some are <i>not agree</i> (word choice) • The class in full day school <i>start</i> from 7am until around 4pm. (verb tense) 	

30	QinintaNurullah	<ul style="list-style-type: none"> • we don't have many time to meet with parents (possesive pronoun) • There no time outside the school. (To Be) • don't agree at all (subject) 	I don't agree anyway, for example it's the goal <i>that</i> to make Indonesian children smarter or more knowledgeable. (conjunction)	<ul style="list-style-type: none"> • My opinion about full day school is a <i>bit pro</i> even though I am more pro (word choice) • they need <i>space</i> to be able to develop themselves in outside environment and also in their own home. (word choice) • It is better for the government to <i>return</i> schedules (word choice) 	
----	-----------------	---	--	--	--

Appendix 5. Letter of Permit



Nomor : 3448/UN36.8/PL/2018
Lamp. : 1 (satu) Proposal
Perihal : *Izin Penelitian*

15 Maret 2018

Kepada
Yth. : Gubernur Prov. Sul - Sel
Cq. Kepala UPT P2T BKPM Pro. Sul - Sel
di-
Makassar

Dengan hormat disampaikan bahwa mahasiswa Program Pascasarjana Universitas Negeri Makassar yang tersebut di bawah ini akan melaksanakan pra penelitian dalam rangka penyelesaian studi magister.

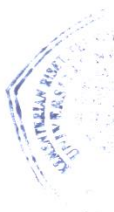
N a m a : Ummul Hasanah
Nomor Pokok : 161052501101
Program Studi/ : Pendidikan Bahasa
Kekhususan : Pendidikan Bahasa Inggris
Judul Penelitian :

***Grammatical Errors Made by EFL Students in Writing
Hortatory Exposition***

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin penelitian.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Direktur



Prof. Dr. H. Hamdi Abdul Gani, M.Pd
NIP. 196012311985031029

- Tembusan :
- Rektor UNM (sebagai laporan)
 - Asdir I dan II PPs UNM
 - KPS Bahasa Inggris
 - Mahasiswa yang bersangkutan



Tetap Jaya dalam Tantangan



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 2664/S.01/PTSP/2018
 Lampiran :
 Perihal : Izin Penelitian

Kepada Yth.
 Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Direktur PPs UNM Makassar Nomor : 3448/UN36.8/PL/2018 tanggal 15 Maret 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : UMMUL HASANAH
 Nomor Pokok : 161052501101
 Program Studi : Pendi. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S2)
 Alamat : Jl. Bonto Langkasa, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Tesis, dengan judul :

" GRAMMATICAL ERRORS MADE BY EFL STUDENTS IN WRITING HARTATORY EXPOSITION "

Yang akan dilaksanakan dari : Tgl. **21 Maret s/d 21 Mei 2018**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 16 Maret 2018

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
 Pangkat : Pembina Utama Madya
 Nip : 19610513 199002 1 002

Tembusan Yth
 1. Direktur PPs UNM Makassar di Makassar;
 2. Peringgal.



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN**

Jalan Perintis Kemerdekaan Km. 10 Tamalanrea Telepon: 585257.586083., Fax.584959
MAKASSAR 90245

Makassar, 21/ Maret 2018

Nomor : 070/2741-FAS.3/DISDIK
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth. Kepala Sekolah
SMAN 8 Makassar,
di
Tempat

Dengan hormat, Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov Sulsel Nomor **2664/S.01/PTSP/2018** tanggal **16 Maret 2018** perihal Izin Penelitian, oleh Peneliti tersebut di bawah ini :

Nama : **UMMUL HASANAH**
Nomor Pokok : 161052501101
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S2)
Alamat : Jl. Bonto Langkasa, Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian , dengan judul :

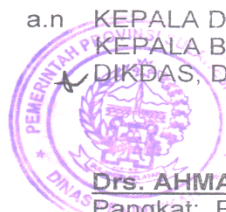
**“GRAMMATICAL ERRORS MADE BY EFL STUDENTS IN WRITING HARTATORY
EXPOSITION ”**

Waktu Pelaksanaan : 21 Maret s/d 21 Mei 2018

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n KEPALA DINAS PENDIDIKAN
KEPALA BIDANG FASILITASI PAUD,
DIKDAS, DIKMAS DAN DIKTI



Drs. AHMAD FARUMBIAH, M.Pd

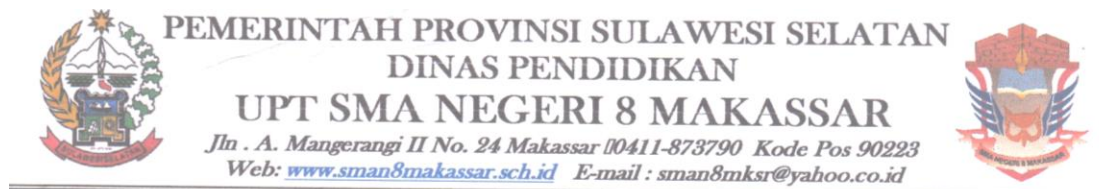
Pangkat: Pembina Tk. I

NIP : 19600829 198710 1 002

Tembusan :

- 1 Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai laporan);
- 2 Kepala UPT Pendidikan Wilayah Kota Makassar,
- 3 Peringgal

Appendix 6. Letter of Confirmation (SMAN 8 Makassar)



SURAT KETERANGAN PENELITIAN

Nomor : 421.3/617.UPT-SMAN.8/MKS II/DISDIK

Nomor : 070/2741-FAS.3/DISDIK

Perihal : Izin Penelitian

Lampiran : -

Tanggal : 21 Maret 2018

Kepala Sekolah Menengah Atas Negeri 8 Makassar menerangkan bahwa :

Nama : Ummul Hasanah

N I M : 161052501101

Program Studi : Pendidikan Bahasa Inggris

Pekerjaan/Lembaga : Mahasiswa (S2)

Alamat : Jn. Bonto Langkasa, Makassar

Benar yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 8 Makassar pada tanggal, 21 Maret s/d 21 Mei 2018 dalam Rangka Penyusunan Skripsi dengan Judul Penelitian

“ GRAMMATICAL ERRORS MADE BY EFL STUDENTS IN WRITING HARTATORY EXPOSITION “

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 21 Juni 2018

Kepala Sekolah,



Drs Suardi, M.Pd

Pangkat : Pembina Utama Muda

NIP : 19640424 198803 1 024

CURRICULUM VITAE



Ummul Hasanah was born on May 13th, 1992 in Ujung Pandang. She is a daughter from Syafruddin and Rustini. She has 1 brother. She finished her elementary school at SDN. Kompleks IKIP I Makassar in 2004. Then, she continued her study to

SMPN 24 Makassar and graduated in 2007. In 2007, she enrolled to MAN 2 Model Makassar and graduated in 2010. In 2010, she was accepted as a student of Business English study program of State University of Makassar. She finished her diploma in 2013 and continued her study as a student of English Education study program at State University of Makassar to gain her bachelor degree. In 2016, she continued her post graduate program at State University of Makassar



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR

PROGRAM PASCASARJANA

Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411)855288,
Email: pasca@unm.ac.id, Laman: http://pps.unm.ac.id

SURAT KETERANGAN PERBAIKAN UJIAN TESIS

Berdasarkan Hasil *Ujian Tesis* untuk Penyusunan Tesis :

N a m a : Ummul Hasanah
Nomor Pokok : 161052501101
Program Studi / : Pendidikan Bahasa
Kekhususan : Pendidikan Bahasa Inggris
Judul Tesis : *Grammatical Errors Made by EFL Students in Writing Hartatory Exposition*

Oleh Tim Penilai, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan telah disetujui oleh Tim Penilai :

No.	Nama Tim Penilai	Disetujui Tanggal	Tanda Tangan
1.	Prof. Dr. Kisman Salija, M.Pd	10/10/18	
2.	Dr. Abdul Halim		
3.	Dr. A. Muliati, M.Pd	9/10/2018	
4.	Dr. Sahril, M.Hum	9/10/2018	
5.	Prof. Dr. Baso Jabu, M.Hum	15/10/18	

Makassar, 2018

Mengetahui:

a.n. Direktur

Asisten Direktur I,



Dr. Sulaiman Samad, M.Si

NIP. 19651231 199203 1 035

Tetap Jaya dalam Tantangan